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ABSTRACT

This evaluation of the Institute on the Education of Culturally Deprived Learners covers the problems involved in planning meaningful educative experiences for deprived children. It identifies the psychological, sociological and educational factors to be considered. Also included are the participants' weekly evaluation of the children, and a program to produce "action research plans," along with suggestions for alternative methods to prepare professional personnel for this field. [Appendixes (pp. 161-180) not included due to their marginal legibility.] (KG)

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PLANNING MEANINGFUL EDUCATIVE EXPERIENCES FOR CULTURALLY DISADVANTAGED LEARNERS

Joseph P. McKelpin, Editor

A Report of the Institute on the Education of
Culturally Disadvantaged Learners
June 21 - July 9, 1965

Jointly Sponsored by the
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Any endeavor which depends for validity on the active cooperation of many individuals is fraught with possibilities of failure. Therefore, measure of success achieved in the 1965 Summer Institute for Teachers of Culturally Disadvantaged Learners is a tribute to the willing contributions of individuals too numerous to mention.

The participants (enrollees) contributed through their unqualified responsiveness, their continuing good humor, and their buckling down to the problems at hand with dispatch. The lecturers contributed through their cheerful assumption of responsibility and their competent and enthusiastic performance. The administration of the College contributed through its continued support, both material and spiritual, of the institute program. We were especially happy to have President Samuel P. Massie drop in unannounced at our first open session to greet the participants and assure the assembly of the College's concern with the undertaking of the institute.

The partial underwriting of the institute program by the Southern Education Foundation, represented in a visitation by Dr. Kara V. Jackson, was a contribution without which we could not very well have carried on. We wish also to acknowledge the interest shown in the progress of the institute by colleagues throughout the College, and especially those in the Department of Education, both permanent and visiting.

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Joseph P. McKelpin
Director of the Institute
and Editor of the Report

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SECTION I

PLANNING MEANINGFUL EDUCATIVE EXPERIENCES FOR CULTURALLY DISADVANTAGED LEARNERS

Preliminary Considerations

The second summer institute held for teachers of culturally disadvantaged learners was based on some reconstructions of the experiences generated during the first one. In this introductory section of the report of the second institute, two major components are telescoped: the situation and the program.

The situation which provides the warrant for endeavor such as that undertaken in the institute is described in terms of the significance of the task, some problems presented by the culturally disadvantaged learners, some needs of the professional educational workers involved, and the range of personnel represented in the 1965 institute. The program as designed and executed is described in terms of objectives, activities, evaluation, and follow-up plans. The plan of the remainder of the report is indicated.

The Situation

Improving the quality of personal-social development as a means of lifting the level of academic achievement of a vast number of culturally disadvantaged children and youth probably constitutes one of the greatest social and educational challenges now faced by the nation. Born and bred in isolation from the mainstream of thought and action, caged into neighborhoods and institutional arrangements practically void of minimal objects and events for desirable informational interaction, and reared by parental figures too exhausted by their struggle with the circumstances of poverty to be concerned about the quality of symbolic interaction, these children and youth present stubborn problems for schools.

High on the list of problems which culturally or experientially disadvantaged learners present to the schools is formal linguistic underdevelopment. These youngsters tend to listen, speak, read and write in such a fashion that the meanings they can receive and/or transmit are those, and only those, that are grounded in cultural experiences sharply differing from the ones prized in the broader society. Their answers to test questions are "wrong" because the referents used in answering the questions are enveloped in "wrong" or deviant experiences, hence the term "experiential disadvantage" may be more appropriate. These youngsters present more behavior problems, leave school earlier and more often, and run into difficulty with the law more frequently than is true for students in the general population. Many such children, and their parents, reside in the South and therefore have their coping behavior limited like rats in a cage - the cage for them is composed of the isolating and paralyzing influences of segregation and discrimination. The longer these students have had to operate under these conditions of partial isolation and paralysis, the greater the handicap incurred. Far too many teachers, supervisors, and administrators do not understand these children and youth and, therefore, do not know how to cope with the problem of providing compensatory experiences for them.

Low academic achievement, probably more than any other single factor, has caused doors of opportunity to be slammed in the faces of youth of lower socio-economic status characteristics. The academic and cultural shortcomings that characterize most children and youth from these lower statuses probably have almost nothing to do with their native ability or capacity to learn. What this means, then, is that the potential competence for performing many aspects of the work of the world resident in this social stratum should be thoroughly convassed. The foregoing is especially pertinent if the goals of education are conceived in sufficiently broad terms and a wider range of means can be employed to reach these goals.

The conventional preparation of professional educational workers and the traditional development of educational programs were both conceived, and are executed, to be effective with children and youth whose social, economic, and intellectual status characteristics are sharply different from those of learners who have come to be recognized as culturally disadvantaged or deprived. Therefore, there is now an imperative need for professional educational workers, as well as laymen, to learn to perceive disadvantaged or deprived learners in ways which will enable schools to institute conditions and programs designed to release the potential of these learners to achieve. This is one way to contribute to making the traditional American ideal of equality of educational opportunity.

The 1964 and 1965 summer institutes for teachers of culturally disadvantaged learners, supported jointly by the

Southern Education Foundation and North Carolina College at Durham, grew initially out of a series of meetings held for summer session enrollees in 1963. The 1965 institute had 28 enrollees representing twelve different elementary, junior high, and union schools (grades 1-12), scattered throughout the State of North Carolina.

Eight of the schools were represented by teams of three persons who were having their first experience in the institute; there was one representative from each of four of the seven schools which had teams participating in the 1964 institute. Among the participants were 26 teachers, principals, and assistant principals; one guidance counselor; and one supervisor of instruction (See Appendix D). Unfortunately none of the newly desegregating schools were represented.

The Program

The basic strategy employed in the 1965 summer institute may be characterized generally by describing the principal plans in four dimensions with their appropriate subplans. The first dimension consists of "Objectives," and indicates the total effects sought. The second dimension consists of "Activities," a general description of which allows only a gross specification of the materials, media, procedures, roles, and techniques employed as means to move toward the established objectives. The third dimension, "Evaluation," provided for weekly feedback in a formal fashion. In an important sense, feedback was provided for during each session everyday through the challenge period following the lectures, interchange of ideas and reactions during the group-work sessions, and discussions before and after film showings. The final major dimension, "Follow-up," simply indicates that a plan exists for keeping in touch with the teams and rendering whatever aid possible to them throughout the ensuing year. Each of these dimensions of the program is described in the following pages.

A. Objectives: The overall goal of the institute may be formulated in terms of helping teachers understand culturally disadvantaged learners and using this more realistic conception in planning educative experiences that are meaningful for these learners. This overall goal seems warranted in light of the widespread belief that many teachers of the experientially deprived learners now in service need to cultivate a set of conceptions of the education process more consonant with the realities they face in school work than the set of conceptions they learned during their preservice preparation and in later inservice programs. The three basic objectives of the institute are indicated below.

The institute in the first place, was designed to enable each participant to identify among his students those who have been inadequately prepared by home and community life to meet certain standards of our conventional schools. The standards to which reference is made are based on conceptions of learners that are blind to handicaps which many children bring to school such as deficiencies in language skills; lack of motivation for academic achievement; low self-esteem and/or negative self-images; and the complete absence, or only rudimentary development, of a set of values which promote self-direction in constructive action. These inadequacies result in students achieving less and less as they progress through the grades. In that connection the institute was designed to convince the participants that while learners handicapped by such deficits as specified above may be more numerous among the economically deprived and the socially segregated, not all students from such circumstances are so disadvantaged.

In the second place, the institute was designed to help participants identify sets of social forces that operate to produce cultural disadvantage and to understand the dynamics of these forces. Some of those forces are economic in origin and some involve social relations. At any rate, the point was to help the participants to know that cultural advantage and disadvantage are resultants of the interaction of psychological and sociological factors in concrete environmental settings.

And, finally, the institute was designed to provide opportunity, support, and positive encouragement for participants, as teams, to plan educative experiences calculated to compensate for the disadvantage or deprivation which such handicapped learners have incurred in the course of their growth and development. These handicaps can be regarded as resulting from environmental encounters under circumstances of poverty and malfunctioning social interactions in home and community. (See Section IV for projects)

B. Activities: The institute was designed to provide a short but intensive training experience (three weeks) for in-service workers in education. The formal program featured four types of daily participation: lectures, group-work, library work, and films. On each day for the duration of the institute, except the first day and the last day, lectures were scheduled on psychological, sociological, economic, and educational aspects of disadvantage or deprivation. While practice varied, the general pattern was to have the manuscript, or an outline of it, for a given day distributed to the participants on the afternoon prior to the presentation. Each presentation was followed by a period of challenge for questions and other reactions.

The group-work sessions involved participation both as individuals in the whole group and as school teams in the whole group. The group-work sessions were devoted to three principal lines of endeavor; (a) clarifying and evaluating information received in lecture sessions; (b) clarifying and testing information on the use of teacher influence received through a combination of filmstrips and tape-recordings; and (c) developing teaching-learning plans for raising the level of academic achievement and facilitating desirable personal-social development of deprived and segregated students by school teams. The schedules for lecture and group work sessions are shown in Appendix A.

The lectures and the combination of filmstrips and tape recordings provided a vast amount of information. However, media which present the same information to members of a group and at a uniform rate often leave some individual needs unmet. Therefore, lists of readings for the general topics and for special aspects of the topics were furnished each participant. Most books and periodicals were housed in the College library. (Other major materials provided for the exclusive and permanent use of the participants are listed in Appendix G.) The library work and other study by individual participants were designed to offer the opportunity to gain the necessary mastery of background materials to enrich the lectures and facilitate planning and evaluating. Such lists are shown in Appendix C and at the end of several of the papers in Section II of this report.

The film sessions (see Appendix B for schedule) added great vividness to the concepts contained in the information provided through lectures, readings, and filmstrips-taperecordings. While it may not always be true that a good picture is worth ten thousand words, nevertheless, the increment of meaningfulness provided through the film sessions seemed substantial.

In addition to the four kinds of formal participation described above, frequent conferences involving the director and the members of school teams were held beginning near the end of the first week. These conferences were devoted to resolving difficulties members of teams experienced in defining their problems and in developing action research plans for approaching solutions to those problems.

Any collection of individuals which achieves the status of a social group must not only share a more or less common set of values with certain specific goals; they must also work through a common set of social arrangements to maintain and enhance the character of the group through the accomplishment of group functions. In order to meet the minimum conditions for social structure and function, committees were appointed on the first day of the institute by the director with the advice and consent of the participants. Some committees served the entire three weeks period and others served for only one week. These committees are shown in Appendix E.

C. Evaluation: As one way of ascertaining the short-term effectiveness of the institute experiences, written reports on two aspects of functioning were collected. At the end of each week participants in the institute program were requested first, to formulate in their own words their conception of "the culturally disadvantaged learner," and, second, to render their estimate of the efficiency and effectiveness of the institute for that week. Samples of these results of "feedback" are shown in Section III of this report.

D. Follow-up: An established feature of the program of the institute is visitation by the director, and probably other members of the College's Department of Education, to schools which had teams participating in the institute. Accordingly, visits are scheduled throughout the year to check on progress being made with planned projects and to render any assistance possible.

The director is also conducting a search for support which will make possible a series of round-up conferences for all participants with appropriate consultants. Such conferences would be devoted to exchanging reports of progress, and of problems confronted, in implementing plans developed during the institute. Another important feature of such conferences would be to have outside consultants, experts in the area of cultural or experiential deprivation, to react to these reports of progress and problems, and to deliver one or more reinforcing presentations.

By way of closing out this section, three subplans of "Activities" may be described. In the first place, a standing structural characteristic of the institute was a program committee. This committee put together the agenda for each day of the institute and had mimeographed program sheets ready for distribution at the beginning of the day. The program showed who was to do what, where, and when.

In the second place, a special feature of the program sheet was the use of a "Thought for the Day." These consisted of quotations from the literature on cultural disadvantage. The selected "Thought" for each day had been identified earlier to coincide with the lecture scheduled for that day. The "Thought," then, often provided an additional point of discussion and clarification during the group-work session. (See Appendix F)

And finally, the thirteen lecture sessions were originally planned exclusively for the participants in the institute.

However, there was general interest throughout the summer session student body in several of the topics. Therefore, on the basis of the number of students and professors who manifested interest, three of the lectures were given in open sessions to which all interested individuals and groups were invited.

Plan of the Report

The remainder of this report consists of an account of some of the discrete elements of the program dimensions described above. Section II is made up of manuscripts or outlines of those presentations made as lectures which were made available to the director. Section III shows samples of conceptualizations of the cultural disadvantaged learner and evaluations of the institute experiences by enrollees, both by weeks. Section IV is comprised of project reports - progress reports on some of those planned during the 1964 institute and initiated during the 1964-65 school year, and plans developed during the 1965 institute for implementation during the school year 1965-66. In Section V consideration is given to next steps in planning for culturally disadvantaged learners. And Section VI is made up of the various appendices to which reference is made above.

PSYCHOLOGICAL, SOCIOLOGICAL, AND EDUCATIONAL FACTORS IN CULTURAL DISADVANTAGE

In designing the program of experiences for the institute, analysis of the characteristics of the prospective participants indicated a need for information out of which they could fashion a valid image of themselves, the world of the culturally disadvantaged, and their roles in eliminating and/or reducing the handicaps which these children and youth incur. One means hit upon for meeting this need of the prospective participants was the selection of pertinent topics focussed on understanding, and planning attacks on, cultural disadvantage; extending invitations to persons competent to lecture on these topics; and scheduling their presentations in a sequence consonant with the readiness of the participants for the information and the availability of the lecturers.

The list of topics of lecturers shown in Appendix A for 9:30 A.M. resulted. Note should be taken of the fact that the topics shown on the schedule do not in every case correspond word for word with the title used for the manuscript or outline. This discrepancy represents the fact that a more suitably descriptive title was formulated after the original one had been placed in the provisional schedule, either by the lecturer, or the director, or both in consultation. Note should also be made of the fact that the lectures for June 18, June 21, and July 8 were given in open sessions to which all interested individuals and groups were invited.

The manuscripts and outlines of the lectures presented on the psychological, sociological, and educational factors, underlying efforts to understand and eliminate or mitigate the effects of cultural disadvantage, which are included in this section, are all of those available to the director at the time this report was prepared.

Characteristics of Culturally Disadvantaged Children and Youth that Affect Scholastic Success

J. P. McKelpin

Introduction

In practically all of our great metropolitan areas, and in many towns and rural areas, teachers are seeking better ways of working with the members of a group of learners referred to by a variety of names. Some people call them "culturally disadvantaged," some call them "culturally deprived," some call them "socially disaffected," some call them "intellectually deprived," some call them "educationally deprived," some called them "economically underprivileged," some call them "environmentally disadvantaged," etc. In some few cases, there just may be slight differences in the actual target groups denoted by these different terms, but by and large, the different names are used to refer to the same group of children and youth. Who are these learners and what are their characteristics and needs?

There is general agreement among competent observers that this group of children and youth, variously labeled, and their parents, present a great social problem in an industrial, urban, affluent, changing society that places a great premium on independence, flexibility and constructiveness based on literacy. Indeed, the problem presented is probably the greatest of our domestic social problems (Havighurst, 1964b). In a recent report (Bank Street College of Education, 1965) on a seminar held in 1963, the assumption is made that our educational failure with these difficult learners must be seen as part of a duality of problems: parallel to the continuance of poverty in a generally affluent society is the continuance of inadequate education in an educationally upgraded nation. Another estimate of the magnitude of the problem can be gained by recognizing that three of the most significant pieces of national legislation enacted recently were designed to facilitate the development of practicable solutions to various aspects of the problem presented by these learners and their parents. I refer, of course to the Civil Rights Act of 1964, the war on poverty being spearheaded by the Office of Economic Opportunity, and the Elementary and Secondary Education Act of 1965. These pieces of legislation are both significant and controversial.

Those teachers who expect to participate in the development of practicable solutions to various aspects of the problem must have reliable knowledge of the problem. And the problem has been disarmingly formulated by the Bank Street College of Education report as: What things can be done for those children and youth who, because of deprivation and segregation, are not getting the kind of education that will prepare them to be effective adults in a changing world? A reliable knowledge of this problem would seem to involve, at a minimum, the power to perform the following operations in an overall strategy of attack:

1. Definition and description of those learners who belong in the group

2. Classification of any particular learner as advantaged or disadvantaged on the basis of established criteria
3. Determination of the nature and extent of the disadvantage of any learner so classfied
4. Placement of any particular learner so diagnosed in one of a series of compensatory programs
5. Execution of the prescribed compensation efficiently and effectively
6. Determination of the extent to which the prescribed compensation has been efficiently and effectively accomplished

The general strategy just outlined for attacking the problem of cultural disadvantage presupposes the answers to questions on which there is not yet general agreement. Therefore, in any local situation provisional answers may have to be fashioned as heuristic devices. The burden of this institute will be to show how such provisional propositions may be derived and implemented in action. In this first of a series of presentations, I want to show how we can proceed to perform the first operation specified in the strategy of attack on cultural disadvantage: Definition and description of learners who are culturally disadvantaged. Through presentations, film sessions, readings, and group-work sessions outlined in the program for the institute, you can expect to obtain information that will permit you as teams to apply the general strategy to the problematic situation that each team has selected as the focus of its efforts. Thus we hope to arrive, as a result of experiences provided in the institute at some consensus with respect to strategies for action. Such consensus should enable us to proceed with our own projects based on conceptions of pertinent elements in the teaching-learning process that can be revised as experience seems to require.

Cases Illustrative of General Characteristics of Cultural Disadvantage

We may begin our efforts to characterize the culturally disadvantaged generally by considering some illustrative cases. Havighurst (1964b) uses the cases of two mothers riding with their four-year-old children on a bus. It can be assumed that the mothers want to teach their children to sit properly on a bus seat, while the bus starts and stops suddenly, as buses often do. (Read and compare the two cases)

Several things may be noted in comparing the two cases. In the first place, the mother in Case A does not try to explain to the child. This means that the child is deprived of the chance to learn the why of things. If this kind of situation occurs frequently and over an extended period of time, then the child will lose the habit of asking "why?". In the second place, the vocabulary in Case A is restricted, while that in Case B is elaborated. Consequently, the child in Case A is deprived of the opportunity to extend his vocabulary. And, finally, there is a difference in the relation between mother and child in the two cases. In Case A the mother immediately orders the child to hold on tight without explaining why he should do so. By contrast, in Case B the mother tries first to satisfy the child's curiosity by explanations, even though she finally resorts to her authority. The difference in the relation between mother and child in the two cases may be stated in terms of their uses of authority. As a consequence of the timing and use of authority, in Case A the child learns not to think for himself; in Case B the child is given a chance to learn about the world in a security-giving relationship that permits him to challenge authority with his questions. Havighurst (1964b) concludes,

> "The child who experiences (the) language and social relations of case A during his early years is likely to develop a different kind of mind than the child who experiences (the) language and social relations of case B. The child in case A is socially disadvantaged when compared with the child in case B."

In the quote just read, Havighurst apparently uses the word "socially" in the term "socially disadvantaged" to refer to what the child is disadvantaged for. As he uses the term "it means disadvantaged for living competently in an urban, industrial, and democratic society. The socially disadvantaged child is one who is handicapped in the task of growing up to lead a competent and satisfying life in the American society."

Other writers use the term "culturally disadvantaged" in which the adverb "culturally" is employed to call attention to the role of culture as an agent which produces disadvantage or disability (Bloom, Davis and Hess, 1965; Riessman, 1962). Bloom *et al.* write that they believe that the root of the problems of the disadvantaged may in large part be traced to their (children's and youth's) experiences in homes which do not transmit the cultural patterns necessary for the types of learning characteristic of the schools and the larger society.

Let us now turn to the case of Franklin Roosevelt Jones. (Read and examine) This is a case of cultural disadvantage or deprivation which illustrates the fact that parents may take very good care of their children in physical and emotional ways and still deprive them of a good intellectual or cognitive start in life. In spite of the best intentions, what the Joneses did resulted in Frank's being disadvantaged to some extent. They deprived Frank of the use of the library, which might have been a major intellectual resource for him. And even though they bought him a set of children's encyclopedia, they did not set an example of reading, and they did not read to him or help him learn to read.

From this cursory examination of the three, cases A, B, and Franklin Roosevelt Jones, we can state some general characteristics and needs of disadvantaged children that affect learning. By emphasizing the source of the disadvantage as well as the status for which they are disadvantaged, we can say that children who come from homes which do not pass on to the children the cultural patterns of an elaborated language, curiosity about selected aspects of their world, the disposition to challenge authority with their questions, a drive to achieve in an intellectual sense, etc., are handicapped for the task of growing up to lead competent and satisfying lives in an urban, industrial, changing society. Such children are culturally disadvantaged.

Form of the Problem in the Southern Region

Much of what is thought and written about cultural disadvantage reflects the fact that the problem seems to have been initially recognized as an object of concern in schools and communities outside of the south - a sad commentary on our sensitivity to educational problems in the South. However, the report by the Banks Street College of Education (1965), Education of the Deprived and Segregated, comes much closer to putting the problem in a form that is appropriate for our purposes in the South. In addition to their very felicitous formulation of the problem, the following topics indicate some of those treated: assumptions about the problem, factors operating to produce disadvantage, some behavioral areas in which deprived and segregated children and youth are handicapped, proximate causes of the handicaps, some strategies for action, and the transcript of a well-conceived and masterfully executed talk by Ralph Ellison, entitled "What These Children Are Like." Going into details here would be too time-consuming, but I can assure you that the contents of this report, in which the participants consisted of top level people in the physical sciences, the behavioral sciences, and the humanities, are consistent with the statements of other recognized experts in the area.

The problem of the culturally disadvantaged as generally conceived of in the nation as a whole is in many instances infinitely aggravated in the South through the much more effective isolation by means of racial segregation and discrimination.

This added dimension of the problem in the South sets some very special tasks for those in the region who are involved in eliminating or reducing the effects of cultural disadvantage.

Characteristics and Needs that Affect Learning

Since the acquisition of new ways of reacting to situations must conform to some specifiable set of conditions, we feel justified in referring to the operations involved as the process of learning. And just as sure as there is such a process there is some set of determinants, in principle, which can be used to explain and therefore predict learning outcomes under given conditions. During the present century the different sets of factors put forth to explain learning that have gained widest recognition are probably the laws of learning advanced by Thorndike (1932) and the modified S-R model advanced by Dollard and Miller (1950). For our purposes, we wish to call attention to a set of characteristics which Havighurst (1964a) has advanced to explain learning: symbolic competence, dominant modalities, motivation, and social relations. This set of characteristics is more consonant with models advanced by those students of human behavior who emphasize the role of the cognitive processes (Hunt, 1961; Miller, Galanter, and Pribram, 1960). The relevance of this set of characteristics for those who are concerned with facilitating the transition from one kind of cultural context to another seems to be its reliance on selected psychological and sociological factors in experience.

The first characteristic which Havighurst identifies is symbolic competence (intelligence) which we all recognize as an index of the child's ability to do school work. However, we should also recognize that symbolic competence, or the ability to use experience adaptively, is not something with which the child is born. Hunt (1964) and Deutsch (1964) make it clear that one significant determinant of symbolic competence is the nature and variety of the environmental encounters which a child experiences, particularly during the early years.

The dominant mode or modes of learning constitute the second important determinant of learning according to Havighurst. Here we should remember that some individuals acquire concepts more easily through seeing, while others may learn more easily through hearing, and still others may lean more heavily on experiences which involve the senses of touch, taste, smell, or muscular motion or on some combination of these modalities. These differences in the senses which may be dominant in the teaching-learning of individuals point to the fact that experiences must be appropriate to learning needs of individual students.

Motivation is the third characteristic which Havighurst advances as affecting learning. In general, by motivation we mean an emotional disposition toward a given activity or goal. In this particular context we refer to motivation for achievement or for acquiring new ways of behaving. Four sources of motivation are noted: external rewards and punishments; experience of pleasure in learning; identification with parents or other models who set examples in learning; and pressure of a peer group directed toward or against learning. Experience over extended periods of time with one source of motivation can be expected to result in the development of an enduring motivational structure.

The final characteristic identified by Havighurst, but by no means the least significant, is that of family interaction or social relations with its heavy contribution to perceptual, linguistic, and cognitive skills. In all four of the characteristics that affect learning in the set advanced by Havighurst, we should note that while the effect on learning in each case is determined to some extent by genetic or innate equipment, the amounts and kinds of environmental encounters are probably a more significant determinant of subsequent readiness to profit from further experience, by and large. Deutsch (1962) has called attention to the hypothesis that early experiences determine patterns of perceptual, language, and cognitive development which are subsequently diffused into all areas of the child's academic and psychological performance. Therefore it would seem to be the role of the environment in shaping the perceptual, linguistic, and cognitive skills which points to the learning needs which exist in connection with each of these characteristics. If the learning needs of disadvantaged children and youth are to be met, then some agency must intervene to assure a proper match between their developmental requirements at any particular stage resulting from previous experience and environmental circumstances. And since we know that there are quantitative and qualitative differences in the experience backgrounds of children who grow up within the central socioeconomic establishment as compared with those of children who grow up in marginal socioeconomic pockets, then we must know that the strategies of teaching-learning for the two groups must take these differences into account. (Hunt, 1964; Deutsch, 1964)

Characteristics of Disadvantaged Children that Affect Learning

All that has gone before has been intended to set the stage for demonstrating how the first operation of our general strategy for attacking cultural disadvantage can be performed. By now it should be clear that "environmental disadvantage" may be a more apt term. As you may remember, the first operation specified in the general strategy recommended is: Definition and description of culturally (environmentally) disadvantaged children and youth.

One way of performing the task of defining and describing the culturally disadvantaged is first to become steeped in the literature on their psychological and sociological characteristics. Such a process would require going through such works as the following: (a) Ausabel and Ausabel (1963), (b) Bank Street College of Education (1965), (c) Bernstein (1961, 1962), (d) Bloom, Davis, Hess (1965), (e) Cloward and Jones (1963), (f) Deutsch (1963, 1964), (g) Hunt (1961, 1964), (h) Riessman (1962), etc. Such a process is obviously too time-consuming, but it would be rewarding. For our present purposes, we may get some idea of what the results of such a process would be by telescoping the results which Havighurst (1964b) achieved by going through such a process.

The culturally disadvantaged may be defined and described in terms of three distinct but related sets of characteristics: family, personal, and social group. The disadvantaged child comes from a family with the following characteristics.

A family conversation where: his questions are not answered and he is discouraged from asking them; he gets no help in building a larger vocabulary; he fails to get models in the use of adjectives and adverbs; the right and need to stand up for and explain his idea of the world is learned in negative terms, if at all.

A family environment where there is: no example of reading; no emphasis on responding to complex stimuli as complex stimuli; emphasis is restricted to the present in all practical matters and to the world beyond in all spiritual matters; no expectation of reward for performance on cognitive tasks; few, if any, toys and play materials with colors, sizes, and objects that challenge his ingenuity with his hands and his mind; and too many people for the space in which they live (crowding).

A family in which there is a father and a mother, who do not: read a great deal; have a defensible belief in the value of education; provide him with reward, material or psychic, for good school achievement.

Is there any wonder that a person who grows up in a family with any one of the sets of characteristics already listed should find successful school adjustment difficult? The personal characteristics of the environmentally disadvantaged learners naturally reflect the psychological effects of the family characteristics listed already. Such personal characteristics are best subsumed under a rubric labeled "cognitive and affective deficits." Chief among these deficits are short span of attention for an ordered, formal presentation; tendency to pay attention to gross events happening in the here and now only; distortion in judgments concerning time, number, size, and other basic ideas. In short, the environmentally disadvantaged have not learned to make fine sense discriminations, such as auditory and visual, and are consequently capable of only rudimentary symbolic manipulation because of the paucity of images which correspond to real objects and events.

In addition to the stimulus deprivation reflected in skill deficits noted above, the disadvantaged is further handicapped by a set of values characterized by negative self-concept, low aspirations, and a motivational structure which is attuned to the physical, the material, and the motoric.

Now both the personal and family characteristics already detailed are developed within an even wider sociocultural context, the social group or the community. The disadvantaged may also be characterized in terms of the social group of his origin and in which he is growing up. The relevant characteristics of social groups are: poverty, rural in background, social and economic discrimination at the hands of a majority group, usually but not always highly visible or discriminable from a majority group by some differentiating characteristic(s). And while there is some statistical association between social group (defined in terms of poverty, color, ethnicity, class, etc.) and disadvantage, there are enough exceptions to preclude classifying all members of any particular social group as disadvantaged.

Summary and Concluding Statement

In an effort to establish a rationale for the process of either eliminating or minimizing the effects of cultural or environmental disadvantage, the significance of the problem was considered, an overall strategy was suggested, some cases of disadvantaged were examined, the effects of selected characteristics on learning were outlined, and a preferred definition was recommended and three ways of describing disadvantaged learners were demonstrated.

The definition of culturally disadvantaged learners which we recommend, then, is: learners who come from homes and communities which do not pass on to them the cultural patterns required for mastery of the task of growing up to lead personally satisfying and socially constructive lives in an urban, industrial, changing society. Such learners can be characterized in terms of selected status characteristics of their family life, their personality, and their social group.

While personal characteristics, when elaborated with sufficient specificity, may serve as the best single basis for describing the disadvantaged, a more defensible description would involve the use of characteristics from all three sets. And with this task demonstrated, the other operations within the general strategy may be undertaken. We should all be reminded, however, that each of the other operations specified in the overall strategy requires the performance of several subtasks based on an intimate commitment to the goal of eliminating or reducing the effects of cultural disadvantage and reliable knowledge from a wide range of disciplines as a basis for selecting and/or creating roles, procedures, techniques, materials, and media as means to reach the goal.

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THE ROOTS OF CULTURAL DISADVANTAGE AS THEY RELATE TO THE FAMILY

Edwina Williams

The literature related to social class and child rearing practices is vast and contradictory, and no single study presents data that apply to all of society. In the short time allotted, I will present some of the findings on the relationship between family structure and process and child rearing practices.

The sociologist takes the stand that at birth babies are not really human beings, but merely little organisms "with a loud noise at one end, and a state of perennial flux at the other." They are not only more helpless for a longer time than any other animal, but must be developed into human beings through the transfer to them of their society's social heritage and cultural behavior. In all societies some form of the family is usually the major institutional structure given primary responsibility to do this job. There are, of course, many different structures which the family may take. In American culture it may consist of one adult male and one female plus the children, or one adult parent and children; it may include grandparents, uncles, aunts, and all their children.

Even in primitive societies the first years of a child's life are spent under the protection of some of the family. Only in complex societies do we find child training shifted to a group of specialists. The lengthening of the school year, the establishment of kindergartens and nursery schools, the extension of the curriculum, the growth and popularity of summer camps may be evidence of a strong tendency in our society to shift the responsibility for child rearing to outside agencies. The fact remains, however, that the child must be given the culture of his group, and for the most part families are held responsible.

Advice to parents on the best way to go about this has changed many times in America and changes are still in process. At one time parents were directed to "do this" or "stop that," as if child rearing were a straight uniform process with no alternatives. Advice ranged from the "spare the rod, spoil the child" technique in the 18th and 19th centuries to the "treat them as they are young adults" theory of Watson, the behaviorist. Watson was much opposed to coddling and advocated whipping the bed-wetter, splinting the arm of the thumb-sucker, and strapping eight month olds to the toilet seat. In later years came John Dewey and the progressive educators who proclaimed that the young started with abilities and the parental job is to keep them free and developmental. "Learning," they said, "is four use, hence it must be rooted in reality, and if it is, will appeal to and excite the individual."

These trends of the progressive educator have continued and many new ideas have been added. Miller and Swanson, for example, advised parents that children like to explore, that this should be encouraged. Yet, they add, the young need limits and will profit by them. Young people must learn how to get along, to be good members of the groups in which they participate. "They must learn the modes of communication; the subtlest rights and wrongs, do's and don'ts, which are prescribed by society."

We can ask why and how culture exerts so demanding - and usually successful - an inducement to conform to its dictates; but here our concern is with those with whom society is not successful, - the deprived, the disadvantaged.

Children respond to their parents, imitate their behavior, acquire their core values. In the process of "soaking up" values and behavioral characteristics, children become, in one sense, an image of their parents - what Robert K. Merton has called a "self-fulfilling prophecy." But the child reflects more than the unique personal qualities of his mother and father; he reflects, too, the fused series of cultural and subcultural worlds which are mediated by his parents (and later by his peers, teachers and community). He is not simply an individual but a descendant of varying cultural heritages: for example, he is American, and Negro, and southern, and rural, and Baptist, and lower-class.

Returning to our basic idea that the major medium of socialization is the family, no body of literature relating to the family's influence has gained more recognition than classical psychoanalytic assumptions. These assumptions hold, in essence, that certain experiences during three phases of the infant's development, - the oral, the anal, and the phallic -

will be reflected in distinct personality characteristics. On the assumption that the most urgent of the infant's needs are hunger, thirst and sex, these theories contend that certain kinds of personality traits are consequences of either frustration or overindulgence during certain phases of infancy. In recognition of the fact that the family is the matrix of personality development and a basic determinant of social class position, much interest in the relationship between class level and personality has developed. Another correlate, - the relationship between social class and child rearing practices - has evoked much curriosity. As we stress the relevance of class differences we are also recognizing the impact of other variables, - e.g. ethnic identity, rural-urban influences, regional, religious or racial affiliations. Class, culture, personality are all indissolubly linked.

Studies of these linkages were undertaken as early as 1928, and the literature over a period of years, presents the findings of social scientists such as Allison Davis, Havighurst, Macoby, Newcomb, Hartley, Gesell, and the daddy of them all, Benjamin Spock. Numerous systematic analyses presented conflicting points of view as to class differentials in child rearing practices, attributing identical patterns to lower and middle class families.

It remained for subsequent studies to resolve and clarify the question of the differences in child rearing techniques between families of different class levels, and to recognize that class-linked features have undergone significant changes over time. "Child-rearing practices" one author states, "seem to change as do fashions in women's clothing."

Although Brofenbrenner, in an analysis of eighteen major studies, concluded that the differentials between the practices of lower-middle class families were decreasing, he pointed out that the lower class parents, as compared with the middle, characteristically:

(1) were less tolerant of aggressive behavior toward siblings and parents

(2) attached less important to the continuation of schooling

(3) resorted more to physical punishment and relied less on reasoning and love-oriented techniques

(4) placed less emphasis on democratic parent-child relationships

(5) placed little emphasis on qualities of happiness, consideration, curiosity and self-control which are considered "desirable" in our society.

Miller and Swanson, differentiating middle-class families in terms of the occupation of the fathers, cited additional characteristics that lower class families lack: Middle class families resort to techniques whereby they teach their children to "drive themselves upward;" to respect the ideals implicit in the Protestant Ethic value system; to recognize the importance of adjustment, security and "getting along" with peers, while lower class families do not. Melvin L. Kohn, reporting on his Washington, D. C. study, also concluded that middle-class parents are more likely to regard such qualities as self-control, dependability and consideration for others as desirable characteristics than do their lower-class counterparts. Kohn observed that lower-class parents are more likely to assess a child's behavior in terms of the child's actions, middle-class parents tend to judge behavior in terms of the child's intent in acting as he does. This idea is frequently mentioned: lower-class socialization values tend to promote "impulse following;" it involves a "relative readiness to engage in physical violence, free sexual expression, minimum pursuit of education, low aspiration level, failure of parents to identify the class of their children's playmates, little emphasis on being well-mannered and obedient, and short-term dependence on parents." This differs from middle-class emphasis on delayed gratification and economic independence.

The authors of Deep South write that there is no child's world in the lower classes; children are expected to behave as adults at an early age; others add that the lower-class child's imaginative activity is meagre and limited; that he is reluctant to meet new people and new situations; to form new social relationships, and above all, to initiate interaction with strangers. Thus the child who is born into a lower-class home will, with rare exceptions, spend his childhood in what amounts to a lower-class neighborhood associating with lower-class comparisons.

In the teen years - a period of relatively intensified parent-child stress - even more dissention exists between lower-class parents and their children. Lower-class parents tend to be disinterested in the realm of "outside" activities as dating, buying clothes, leaving town, and the things money is spent for. Lower-class youngsters, in short, face the virtually insurmountable handicap of family, neighborhood, and peer-group pressures which are different and often hostile to meeting the challenge of the American competition-success pattern. When we add to this a formal school organization which is frequently blind to such telling handicaps, it is small wonder that these cultural disadvantaged children cannot be influenced by the socializing functions of the school.

To summarize:

(1) It is helpful to see that data show advice on child-rearing in the high school has changed many times and changes are still in process.

(2) Parents are variable, milieus are variable, and the job of child-rearing should be viewed as an individualized, adaptive and creative function.

(3) Children are neither devils of Satan or miniature adults. They are like seedlings, destined to grow if given an environment in which this is possible.

(4) Good parents will make four kinds of judgments and then implement their decisions, according to Hartman. They will decide whether or not the child is mature enough to perform a given act; if not, the act will not be required of him. They will estimate the extent to which the individual can withstand deprivation, a present loss for a future gain, since a bad guess here will make the child unduly anxious and bring unwanted effects in child rearing.

(5) Finally consistency in parent behavior is imperative in effective child-parent interaction.

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HELPING CHILDREN AND YOUTH DEVELOP POSITIVE SELF-IMAGES

William H. Howell

In the march toward a Great Society, the war on poverty, and the civil rights cataclysm, education is the common denominator. A lexicon is emerging which includes such terms as culturally disadvantaged, socially disaffected, intellectually deprived, economically disadvantaged, culturally disoriented, and compensatory education. These are really new labels for old ideas, three of which have concerned educators for years: that large numbers of children are unsuccessful in coping with the school's academic demands; that cumulative retardation is widespread; and that the retention rate is lower and failure is higher among children from families of low income and ethnic and racial minority groups. When youngsters have failed in school, certainly the school has failed equally, in attempting to develop the kinds of programs which might open equal opportunities for all. One facet of such programs so designed, would certainly be a consideration of the concept of self. Therefore, it seems quite appropriate that you have chosen as a topic of concern for this year's Institute, HELPING CHILDREN AND YOUTH DEVELOP POSITIVE SELF-IMAGES.

In the process of socialization, the child builds up certain concepts about himself which affect the way in which he learns and acts. The child who feels good about himself, who has built up a strong ego, who looks at himself as a worthwhile person is more likely to perform satisfactorily and effectively in school, than is the child who lacks confidence or has a negative self-image. Statedly differently, the child learns a self-concept in early socialization which will influence his goals and level of aspiration. In fact, the self-concept tends to exert an over-all influence on all the needs of an individual. It would seem to follow that the nature of the self system which an individual acquires in the course of socialization depends largely on the kinds of personalities he is associated with, and the culture after which his activities are patterned, as well as what the significant people in the environment think of him and the way in which the socialization process is carried out.

Let us briefly examine the difficulties which Negro children experience in developing a secure and adequate conception of self that is conducive to effective performance in school, and in the community. It has been found that the basic self-image that a child forms early in life depends a great deal upon how his needs are satisfied, and how he is thought of by his parents and other significant people in his primary group environment. The pattern of behavior current in the primary group is, in turn, determined to a great extent by the larger social and cultural conditions pertaining to the peculiar social position occupied by Negroes in this society.

Under these social and cultural conditions, the problems of personality development among Negro children are found to be of two major kinds. One kind consists of problems that seem to be inherent in the primary group situation in this culture, and therefore, they are shared in common by both

Negroes and whites. They generally result from inter-personal relations between the child and his parents, or parent-substitutes, and siblings. Accordingly, as a child is made to feel wanted or unwanted, for example, his conception of himself will be favorable or unfavorable; and on the basis of this emerging conception of himself, and within permissible limits of his culture, a child will find ways and means to obtain the sense of security and worthiness that are as natural and necessary to the social self as physical well-being is to the biological self.

The other kind consists of problems that are more or less peculiar to Negro children because of the peculiar social position their elders occupy in this society, and the special cultural emphasis this social position entails. These problems relate to the social and legal, or quasi legal, restrictions placed upon Negroes which promote the preponderance of lower class families, broken homes, the dominance of maternal authority, and the great amount of importance attached to social status. This division, of course, is possible only for study; actually being a Negro is apt to color every act and thought of the child.

Recent sociological and technological changes are confronting Negroes with significant new challenges to his traditional role and status in our society. In the past, it was possible for him to achieve some measure of stable adjustment, to his inferior caste-like position, unsatisfactory though it was. He more or less accepted his devalued social status and second-class citizenship, aspired to low level occupational roles requiring little education and training, found work in unskilled and menial occupations, and lived within his segregated sub-culture .... shunning, or being denied, contact and competition with whites. But two important changes are currently making this type of adjustment less and less tenable. In the first place, automation is rapidly decreasing the need for unskilled and uneducated labor in America. John J. Pemberton told educators and lawyers attending the 12th annual School Law Conference at Duke University Tuesday night, "that each advance in automation and cybernation, like a wave on a receding tide, leaves a new group of lower skilled employees - most of them non-white - washed up on the shore of unemployment. And unless the public school in the ghette breaks this cycle of disadvantage, the pattern of unequal opportunity will continue to intensify as it proceeds into the next generation." The poorly trained and poorly educated Negro youth who drops out of secondary school as soon as he reaches the minimum legal age, or fails to acquire some post high-school technical training, finds himself at a much greater disadvantage in today's marker than was true of his father and older brother just a decade ago. He now lives in a wider culture, in which a much higher level of educational and vocational training is a prerequisite for occupational adjustment, but he still grows up in a subculture that has not fostered aspirations for such education and training, nor provided the moral and material support necessary for their realization.

It may well be that what accounts for the consistently lower school performance of children from disadvantaged ethnic groups, especially the Negroes, is that for centuries the access to higher status in education, vocational choice, in living site, and social intercourse with the broader society has been severely limited, and historically they have been relegated to inferior status despite individual attainments.

In the second place, there are many indications that the Negro is no longer content with his present status in the American society. At the same time, he possesses a character structure, and repertoire of educational and vocational skills, that on the whole, do not prepare him to compete adequately in the wider culture. In short, he is more desirous of participating in the broader American culture, but lacks the self-image and personality traits (hence the intellectual attainments) which would enable him to do so effectively.

From a review of the literature on personality correlates, and such status, Deutsch concludes that .... "The more constricted an individual's social frame of reference, and the greater its distance from the cultural mainstream, the less meaningful and the less effective are the dominant cultural values that impinge on him in the school and other social institutions. A comparison of Negro and white pupils indicated that one of the greatest differences between the groups wason measures of self-image. Negative images of self were very strongly related to being a Negro."

As educators, our job is to help the Negro child fill new and more desirable places in American society that technological change, and his elders' aspiration for equality, are creating for him. Essentially this means altering his ego structure so that he desire, and is able to achieve a level of educational and vocational training that would make it possible for him to compete successfully in the modern industrial society. It is true, of course, that the Negro's ego structure is largely a reflection of the actual social and legal status he experiences in our culture; and, as educators and citizens, it is our obligation to help him achieve equality of opportunity and equality before the law. But status and its reflection in self-esteem depend upon real achievement as well as equality of rights and opportunity. A changed ego structure, as manifested in higher educational and vocational aspirations, in the development of personality traits necessary for realizing these aspirations, and the actual achievement of higher educational and vocational qualifications, can do much to improve the Negro's status in society, and hence enhance his self-image.

Schools must provide extra stimulation and encouragement for children from lower status groups, to compensate for past deprivations, and to build positive self-images. Too often, Kenneth Clark argues, low expectations, and standards weak in educational stimulation have reinforced a sense of failure among culturally disadvantaged children, already vulnerable to inferiority feelings and personal humiliation. Ruth

Jefferson observes that "as a consequence of prejudice, discriminiation, inferior status, and not finding himself respected as a human being with dignity and worth, the Negro child becomes confused in regard to his feelings about himself and his group. He would like to think well of himself but often tends to evaluate himself according to standards used by the other group. These mixed feelings lead to self hatred and a generalized pattern of personality difficulties.

The Negro child perceives himself as an object of derision and disparagement, as socially rejected by the prestigeful elements of society, and as unworthy of succorance and affection; and having no compelling reasons for not accepting this officially sanctioned, negative evaluation of himself, he developed a deeply ingrained negative self-image. To increase motivation for scholastic achievement, and to enhance self-concepts, schools must provide well-defined standards of expectations, rigid lesson plans, and skillful, and understanding teachers. I. N. Berlin points up the lack of understanding on the part of teachers, when they have unreal expectations of their students; that is, that they be alert, eager and hungry for learning, that they be inquiring, exploring, and curious children, expectantly awaiting their teacher's help and stimulation. Teachers have often been taught to expect that their students will have acquired the necessary self-discipline required for these tasks. This expectation is fulfilled in only a small number of children in our schools today, and they are treasured by their teachers. It seems to me rather important that teachers know and be taught the facts about their current students and the soco-cultural factors which breed them, so that they may better understand them, in preparation for learning what it takes to teach such children.

To the extent that the child's feeling of acceptance by the teacher raises his estimate of himself, teacher responses to pupils might play a stronger part than expected in the development of the pupils' self-concepts. The inconsistency between the lack of internalized reward anticipations, on the part of the Negro child, and his teacher's expectation that he does have such anticipations, reflect the disharmony between the social environment of the home and the middle-class oriented demands of the school.

Lower and middle-class youths differ markedly, both in their social value systems, and in their vocational interests. Middle-class youths and their parents are more concerned with community service, self-realization, altruistic values, and internalized standards of conduct, and prefer demanding, responsible, and prestigeful occupational pursuits. The lower-class youths and their parents, on the other hand, place greater stress on such values as money, security, respectability, obedience, and conformity to authority, and tend to prefer agricultural, mechanical, domestic service, and clerical pursuits.

The lower-class child's expressed levels of academic and vocational aspirations, often appear unrealistically high, but unlike the analogous situation in the middle-class children, these do not necessarily represent his real or functional levels of striving. They more probably reflect impairment of realistic judgment, under the cumulative impact of chronic failure and low social status, as well as a compensatory attempt to bolster self-esteem through the appearance rather than the substance of aiming high.

Some contend, that the textbooks should exemplify values which will "uplift the pupils .... focussing materials on the ethnic or racial group from which the youth comes. Perhaps some of these arguments could be settled by a shift from the suburban content, and illustrations typical of most early textbooks, to urban oriented materials. The city apartment house rather than the one family house, surrounded by extensive lawns and flower beds; public transportation as well as private automobiles; fathers of many occupations, rather than the typical business man; all of these could form a part of the teaching materials for school children.

Frank Jennings, writing in the Saturday Review in December, about the Franklin Book Program, states that in our own country, today, more and better books must be put into hands of more people than ever before. Literacy is very high, but genuine literacy is far from universal. The slum-trapped child, the disengaged worker, those lost in the rural doldrums, the Negro - all require attention and cooperative concern. They must have books that work, and in right quantities, now. They must have the magic casements, effective tools, and shields against despair, that only books can be.

It is the genius of American bookmen, that they have always been able to sense these needs in the past. But the challenge today has a different quality. Consider the circumstances. At all levels of education, there must be textbooks that meet specific needs - *of the disadvantaged kindergarten pupil, the illiterate and unemployed adult*, and the "culturally different." There must be books with characters, and situations with which these people can identify. There must be books that give a sense of the horizon, and the possibility that opportunities are never completely foreclosed to anyone.

In addition to the consideration of revising textbooks, teachers might encourage parents to instill in the child a sense of personal worth; at least not to cast the child in derogatory roles. Visitations should be made by ethnic group members to places and institutions, in which persons of their same identity have achieved favorable status in the broader society of America. At the same time, invitations should he extended to persons from ethnic groups, who hold high positions in our society, to visit youths in an effort to encourage them to develop positive self-images of the groups from which they come.

The counselor's role is one of dealing, primarily on an individual or small group basis, with adaptive old value problems, raising aspirational levels, helping with personality adjustment, bridging school-neighborhood gaps, assisting with the development of transitional and coping mechanisms, and working with parents, to raise the level of stability of the home. This assumes that the counselor has no minority-group ego-problem himself. It has been suggested, that the trained counselor must serve in the role of parent-substitute during the adolescent and pre-adolescent period.

Before Negroes can assume their rightful place in a desegregated American culture, important changes in the ego structure of Negro children must first take place. They must shed feelings of inferiority and self-derogation, acquire feelings of self-confidence and racial pride, develop realistic aspirations for occupations requiring greater education and training, and develop the personality traits necessary for implementing these aspirations. Such changes in ego structure can be accomplished in two different but complementary ways. First, all manifestations of the Negro's inferior and caste-like status must be swept away - in education, housing, employment, religion, travel, and exercise of civil rights must be complete. This, in itself, will enhance the Negro's self-esteem, and open new opportunities for self-fulfillment. Secondly, through various measures instituted in the family, school, and community, *character structure*, *levels of aspirations*, and *actual standards of achievement* can be altered in ways that will further enhance his self-esteem, and make it possible for him to take advantage of new opportunities.

The problem of raising aspirational and achievement levels among Negro youth is presently acuts because Negroes can no longer adjust comfortably to their present low status, and because automation has eliminated many of the unskilled jobs which formerly made some type of stable economic adjustment possible. Two different but complementary approaches are available in dealing with this problem. The more general approach, primarily applies to educators in their role as citizens, involving the elimination of barriers to civil rights, etc. The more specific educational approach is to attempt through family, school and community measures, an upgrading of the Negro's aspirational level, standard of achievement, and character structure that will both enhance his self-esteem and enable him to take advantage of new opportunities. Before we can expect any permanent improvement in the educational performance of Negro children, we must strengthen Negro family life, combat the cultural impoverishment of the Negro home, and enlist the support and cooperation of parents in accomplishing this objective.

IMPROVING VISUAL AND AUDITORY DISCRIMINATION

C. James Dyer

I. Introduction

  A. Perception

    1. definition (sensory process and cognitive process)

    2. assumptions (with culturally deprived)

      a. physical sense receptors intact
      b. mental capacities undamaged

    3. coordination of sensations and cognitions

    4. desirable use of optimum stimulation

  B. Readiness

    1. not maturational but adjustive

    2. value of experiential readiness

    3. IQ determination using experiential age rather than chronological age

  C. Intentional Deprivation (Experimentation)

    1. Sub-human subjects

      a. chimps in the dark for 16 mos. (Reisen)
      b. dogs in restricted environment (Melzack) emotional deprivation

    2. Human studies

      a. original problem - lack of variation in the environment
      b. Heron, Bexton and Scott - Deceased (variation in the sensory environment

        1. lost subjects at $20.00 a day
        2. test performance declined
        3. hallucinatory activity occured

      c. J. Vernon (1963) Inside the Black Room

        1. extreme isolation

        2. report of stimulus deprivation influences

II. The Experience of Perception (limited to vision and audition)

- A. The sensation - cognition - experience route
  - 1. The neural pathway
  - 2. The CNS (central nervous system)
  - 3. The Reflex arc (Sherrington)
  - 4. Recent investigations
    - a. Miller, Galanter and Pribram - the TOTE model (show and explain)
      - (1) cybernetic hypothesis of the "feedback loop" (computers)
      - (2) test center content
      - (3) distorting, diminishing or destroying the sensation
    - b. J. Bruner - match mismatch system at the cognitive level
      - (1) sensation relates to experience
      - (2) also - perception as a result of needs, values, and interests
        - a. needs and values are present in the culturally deprived
        - b. interest - often lacking - a major issue
- B. The Value of Interest in Perception and Discrimination
  - 1. Learned inattention in the culturally deprived
    - a. no correctional feedback
      - (1) lack of correct answers to give
      - (2) inattention to learning results
    - b. lack of adult-child interaction
      - (1) parents often too busy with survival
      - (2) resulting deficit leads to inattention
      - (3) cultural discontinuity follows in the middle-class school
    - c. learned inattention prevents sensory stimulation from becoming a meaningful experience

2. Gating Process (Bruner)
    a. stimulus overload and lack of preparation may reduce the sensory input
    b. pupil size and inattention (Hess in Scientific American, April, 1965) - may exclude sense stimulation

III. The Experience Discrimination (enter)

A. Point of focus

1. Too often environment alone is blamed
    a. Identical twin studies (no consideration of environmental interpretation)
    b. Central process of the individual
        (1) experiential reservoir
        (2) search mechanism activation
        (3) like the computer, "stock the library, then ask the questions"
    c. Environmental enrichment VS experiential enrichment
        (1) "things" + meanings = perception and discrimination
        (2) "things" without meanings = nothing

IV. Conclusion

A. In the same way that deprivation of experience diminishes ability, enrichment of experience enhances ability

B. Maturational readiness followed by stimulus deprivation leads to handicapped adjustment

C. Significant sounds must be heard and fascinating sights must be seen to develop a total personality

Some Environmental Factors that Influence the Development of Verbal Fluency

William Couch, Jr.

Introduction

Biography and Professional Experiences

Thesis: Gross environment (education, finance, cultural refinement, etc.) exerts varied effects not necessarily harmful provided certain key factor (security-giving relations including affection and respect) is present; and that it is possible to translate this factor into useful pedagogic practices.

I. Verbal Fluency and the Common Man

A. as public image

-medicine man
-revivalist
-circus barker (Pitchman)
-evangelist
-confidence man
-cracker barrel philosopher

B. personal relations

-communion versus communication
-raconteur and anecdotalist
-Negro slang
-riverboat men (read Mark Twain Life on the Mississippi for examples of the Sputhwest "brag" and tall tales)

(all the above indicate a tradition of remarkable verbal fluency without benefit of formal education, wealth, etc.)

II. Verbal Fluency and English Pedagogy

A. The Havighurst Factor - Security-giving relations (affection, respect) the factor that redresses imbalances in cultural opportunity

B. Pedagogic equivalents of the Havighurst Insight (above)

-adequate preparation for English teachers as act of good faith

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- encouragement of bi-dialectal development (standard and regional dialects)
- study of the history of English language
  - reveals egalitarian process of usage
  - clarifies relation of social (standard) and personal (neighborhood) dialects
- teach composition by modern structural or descriptivist approach
  - an objective approach minimizes subjective conflict and resentment
  - an objective approach capitalizes on a familar present in stressing forms and usages

Conclusion

Present day use of term "Verbal Fluency" implies special context of social acceptability. The task is to convert already existing capacity for language usage into modes in use outside one's speech community. Understanding and skill seem indispensable for the language teacher.

SOME PROBLEMS IN PROVIDING GUIDANCE SERVICES FOR CULTURALLY DISADVANTAGED LEARNERS

Ray Thompson

We are really concerned about the ways of helping the boys and girls with whom we work, i.e., ways that are more effective and efficient than those we presently use. I have stated this position because I feel that the disadvantaged are those who have not been able to become part of what we call America's mainstream or identified with what we loosely call middle class socio-economic and cultural values. These are our children.

Guidance for the disadvantaged means providing guidance services for this group described above. But, what is guidance? It is different for the population with which we are concerned? The general ends of guidance are the same, i.e., to help individuals to become what they are capable of becoming by utilizing their potentials within their environments.

There seems to be fair agreement that there are special needs and problems associated with helping the population I have identified and, this agreement has resulted from certain empirical evidences in combination with a large number of assumptions.

Some Problems and Assumptions

1. Our orientation, preparation, materials and means available for helping boys and girls are primarily designed for the mainstream of American culture.
2. The disadvantaged have different traits, interests, abilities, role expectations, etc. than the normative.
3. Our special population has different developmental patterns.

4. There are possible innate differences in aptitudes.

5. Those who worked with the disadvantaged and inept, ill-prepared, and poorly motivated themselves.

6. There seems to be evidence of different standards of admission to mainstream activities, as well as criteria for evaluating performance.

7. The present curriculums in institutions attended seem to encourage and perpetuate mediocrity.

8. Attitudes toward disadvantaged consumers of our educational and helping processes are partial determiners of the assistance given and received.

9. At least two paradoxes seem to be in operation

   A. The Sterotype often assigned to the successful American is one of aggressive, competitive, and objective in interpersonal interlationships, but the Sterotype assigned to the disadvantaged is one who is passive, compromising, complements rather than competes, and subjective in interpersonal relationships rather than objective (lower self-esteem for self and kind, respect for others)

   B. We consider it part of the normal developmental patterns of the normative group that fulfillment of the self be found through an integration of procreation and parenthood along with one of a variety of stations in life the individual selects (socio-economic), but we seem to prefer the disadvantaged to find identify and self fulfillment through procreation, parenthood and only sterotyped stations in life (socio-economic)

INCREASING PARENTAL RESPONSIBILITY THROUGH SCHOOL - HOME RELATIONS

Rose Butler Browne

". . . the experientially poor background of parents, their inability to provide the children with an intellectually stimulating home life in preparation for school, their lack of knowledge concerning ways to support school and classroom activities, and the social distance existing between them and school personnel were cited by the interviewers as some characteristic obstacles which had to be overcome in order to achieve closer home-school relations (Fusco, 1964).

Culturally disadvantaged learners are, by definition, learners who come from homes which do not pass on to them the cultural patterns required for mastery of the task of growing up to lead personally satisfying and socially constructive lives in an urban, industrial, changing society (Bloom, Davis, Hess, 1965).

In the original presentation it was emphasized that exploration in the voluminous, "hot off the griddle" literature dealing with the disadvantaged learner requires _intimate understanding_, reliable knowledge and a certain feeling tone.

Introduction

Interest in parent-teacher relationships and an awareness of the vital part these relationships play in a child's school life have been a matter of concern to both teachers and parents since early in the 19th century. In the middle of the 19th century, with the development of the kindergarten in our country, the importance of the classroom teachers' knowing the child's home and parents, particularly the mother, was stressed. Teachers' visits to the home and mothers' clubs in the school were commonly accepted as integral parts of a well established school for young children.

In the schools for older children, while parents and teachers had mutual concern with a child's learning and behavior, there was little to bring them together in any very close relationship. In the last quarter of the nineteenth century the child study movement began to gain impetus and after twenty years of discussion and ten years of earnest effort, the National Congress of Parents and Teachers was established to bring parents and teachers together for the consideration of their mutual concerns.

Scientific studies of how children grow and develop increased in number, and Child Development as a field of study became a reality in the 1920's. Research in the field was carried on in nursery schools, primary schools, and pre-school laboratories with emphasis at first on close relationship with parents as not only desirable but essential to understanding children. Reports based on data in baby books, diaries, and parental logs of children's growth and development reflected a growing awareness that a child functions as a whole, that all of his experiences in and out of school are interrelated and affect his behavior and learning. Many specific factors have tended to draw parents and teachers together through the years.

Certain important influences have come from research in the fields of education, child development, anthropology, psychology, home economics, sociology and some other fields. There is no longer any question concerning the value of home-school relations (Williams, 1963).

The story of the growth of schools for Negro children is characterized by cooperation of parents and teachers. Five thousand schools were built by the Rosewald Fund. Parents paid the salaries of teachers to extend terms, bought band uniforms, and athletic equipment. These efforts were spearheaded by the school but promoted by the parents.

It is clear then, that we have a history of cooperation between the home and school to achieve specific ends. However the problem posed by present day schooling is as new as the purposes of modern education.

The School and the Home

The major purpose of schooling in any society is to pass on to the rising generation those qualities of its culture that it holds important. In the United States today it is evident that a segment of our people is being wholly or partially missed by this purpose. In our haste to become Americans we are leaving ever-increasing numbers of people out of the good life we cherish.

These people and their children have been referred to by a variety of terms all of which are known to you. Major efforts are being put forth to improve the educational opportunities for the children. For example, some support from foundations has undergirded efforts to work with educational improvement programs in large urban areas for groups of children in disadvantaged situations; the integration and civil rights movements have focussed increased attention on Negro people and the problems of their education.

Increased awareness by cultural groups, such as the Spanish-speaking Americans, of their enclaves in the American way of life has moved them to group action in search of answers to their problems in education.

The American public school accepts and assumes much responsibility for the development of cultural competence in children. The degree and quanlity of the effort required might be indicated by an estimate of cultural transmission from the home and family life and from the peer environment. Herbart, in his five formal steps in teaching, stated, "First, we must find a basis in experience, or furnish it." We talked of the apperceptive mass, the accumulation of "ready" responses gathered from our personal and vicarious experience - understanding, knowledges, beliefs which were ready when needed. Somehow, we have permitted the development of an appreceptive mass in children who originate in the slums (urban and rural), that is not useful for learning when teachers approach teaching and learning on the basis of an apperceptive mass that develops in the suburbs (Conant, 1961).

At this point we are aware that while we have been concerned with building the good life for all - high standard of living.

"a chicken-in-every-pot," "two-car families" - we have missed many more than we have included. We housed them in blighted areas and included a visit to observe the squalor and deprivation in Grayline tours of the city.

Now we are faced with the need to do "something." We have discussed for twenty years. We have developed titles to describe what were our concerns with the group which is variously called "environmentally deprived," "disadvantaged" or "socially disaffected." However, we are done with "naming" and are ready for action. How can we help in building an early start toward social competence? What must teachers and parents do together to improve the school and the home? Why must the school take the first steps? How can we assure success in our efforts?

First, we must decide what needs to be done. Do we really want to help? Are we really prepared to accept the discipline, to pay the price that helping entails? Are we courageous enough to help? Are we humble enough to be helped by persons whom we regard as deprived? There are three principles of helping which, if kept in the proper balance, have been found to be of use. The technical names of the principles are:

1. Reality - respecting a person enough to share the truth with him.
2. Empathy - compassionate understanding.
3. Support - concern for the person.

When we can talk with parents objectively and realistically with the idea of working together to provide for children the ready responses appropriate to their ages and essential to successful living in America, our dialogue must include statements such as, "This is it - the facts. You must learn to talk so that you can talk with each other and with your children. You must become oriented toward cleanliness and order. I care enough about it to share these truths with you. I can understand how you feel and I am here to help if you want help and can use what I can give."

The first response will be, "I do the best I can." The answer the teacher must give is, "Yes I know. But it is not enough to give your child what he deserves."

Talking down to parents; pretending that all is well, offering sympathy rather than empathy, referring them to one agency or another for support are the points at which our efforts to help fall down.

We cannot produce effective citizens without the help of parents. Parents must be helped in their efforts to adjust to new situations, to mix with other people, to participate in community affairs, to be economically efficient and intellectually independent.

The continuation of western civilization is not guaranteed, but its chances of survival are increased when each person accepts the responsibilities mentioned as necessary to his own fulfillment and to the enrichment of our world.

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The Elementary and Secondary School Act of 1965

F. G. Shipman

The Elementary and Secondary School Act of 1965 is massive in terms of purpose, proportion and potential. It is the most massive education law ever passed by the Federal government to aid elementary and secondary schools. Upon signing the bill, President Johnson stated, ". . . I believe deeply that no law I have signed or will ever sign means more to the future of America."

Breadth of Purpose

The basic purpose of this legislation is to equalize educational opportunities and assure every child the privilege of developing his or her inherent mental capacity. Even though the bulk of funds will be devoted to the special needs of educationally disadvantaged children from low-income families, many benefits will accrue directly to the education of all of the children of all the people through improved textbook and library resources, supplemental services, new techniques and knowledge resulting from creative research activities and improved educational leadership.

Massive Proportions

The law calls for more than $1.3 billion to be spent during the first year. Most of the money - about 80 percent - will be spent under Title I of the law. Under this title slightly more than a billion dollars will be expended to assist school districts to provide programs to meet the special needs of educationally deprived children. Title II allocates $100 million to buy library resources, textbooks, and other instructional materials to be loaned by public agencies for the use of school children. Title III will spend $100 million for supplementary educational centers and services. Forty-five million dollars, under Title IV, will expand educational research and set up research centers to train teachers and improve curriculums. Title V will spend $25 million to strengthen State departments of education. The law also extends P.L. 874 through fiscal year 1968, thus benefiting areas where enrollment is swelled by children of Federal personnel.

Under Title I, funds will be distributed on the basis of the number of school-age children from families with annual income less than $2,000 or from families on relief who receive more than $2,000. This gets the money to the areas of greatest need. Programs, however, will be open to all educationally deprived children in the areas served.

There are several kinds of programs which Title I will support. Such programs are remedial reading, preschool training, educational summer camps, after-school study programs. Possibilities seem endless for administrators and teachers of the educationally disadvantaged to be creative in developing programs which are unique and appropriate for their schools.

Does the Federal Government decide which programs should be initiated? No, such decisions are left to local public educational authorities. Teachers and administrators need have little fear of federal interference regarding the selection and initiation of local programs.

Can the local district decide to use money under Title I for construction or to raise teachers' salaries? Under certain circumstances, the answer would be yes. That is, if such use met the special educational needs of educationally deprived children. In general, however, funds under this Title are not to be utilized for school construction or to raise teachers' salaries.

How can a school district tell if it has enough children of low-income families to make it eligible for financial assistance? As a general rule, a school district will be eligible if it contains at least one hundred school-age children from families with an annual income of less than $2,000. If there are not one hundred such children, then one school district will still be eligible if 3 percent or more of the total school-age population come from such homes. In no case, however, can there be fewer than ten such children. In some school districts, adequate data will not be available. The State Department of Education, then, will determine the amount the school district will receive. School districts in approximately 90 percent of the counties in the country will be eligible for funds.

Does Title I cover children in non-public schools? Children in non-public schools are covered under this title. Provision may be made for including special educational services and arrangements (such as dual enrollment, educational radio and television, and mobile educational services and equipment) in which such children who attend non-public schools can participate.

Is this the only part of the bill which aids children attending non-public schools? No. Title II provides benefits for these children. Children in non-public schools will share equally in the provision for library resources and textbooks. They also will be eligible to take advantage of the educational centers and services under Title III.

Will any grants go to non-public schools? No. All funds will flow to and be controlled by public educational agencies at the State and local level.

When one talks about "library resources," Title II, what does he mean? He means that the term library resources covers such items as books, periodicals, documents, magnetic tapes, phonograph records, and other related library and audiovisual materials. Who decides what books to purchase with the Federal funds? This decision will be made according to State practices. The Federal government will have no say in the choice of books.

What do you mean by supplementary educational centers and services under Title III? Supplementary services are any educational services not now available in sufficient quantity or quality in a school district, for example, guidance and counseling, enriched academic programs, specialized instruction and equipment, continuing adult education, and remedial instruction. Funds could also be used to construct and equip a supplementary educational center to serve a school district or group of school districts.

Potential for Success

When can we hope to receive funds under this law? President Johnson signed the Elementary and Secondary Education Act of 1965 (Public Law 89-10) on April 11. This law authorizes funds; it does not appropriate them. The funds to carry out this law will come when Congress passes an appropriation act. Probably funds will be available for the fiscal year beginning July 1, 1965, and the programs will be in full swing next school year. Many State departments are already hard at work setting up procedures under which grants can be made. Is ther anything that administrators and teachers of the educationally disadvantaged can do to prepare in their local school districts? Yes, there certainly is. They may wish to write the Office of Legislation, United States Office of Education, Washington, D. C., for a copy of the law and other material describing this new legislation. Once they have studied it, in light of their particular needs, they can begin to outline tentative projects and estimate their costs, in preparation for the time when the State guidelines are ready. More specifically, under Title I they should:

1. Obtain as much information as possible resulting from studies or programs conducted for educationally deprived children.
2. Determine the most vital needs of educationally deprived students in your community.

3. Determine how programs under this title could be coordinated with other Federal programs including the Economic Opportunity Act and such other programs as may be in operation in the community.
4. Devise plans and projects for meeting the needs of educationally deprived children.
5. Ascertain how the benefits of this title, through such special educational services and arrangements as dual enrollment, educational television, or other plans, may be made available to educationally disadvantaged students in non-public schools.

Under Title II:

1. Survey the community as to the availability of and need for library resources for children and teachers.
2. Ascertain the extent of, and assign priorities to, the need for textbooks in the schools.
3. Survey the availability of and need for other printed and published instructional materials.
4. Consider possible alternatives for making textbooks and materials acquired under this title available to the children and teachers in the State.

Under Title III

1. Survey the educational needs of the school district or districts to determine where such funds may be most appropriately applied.
2. Determine which educational activities and services are most appropriate to concentrate on first.
3. Ascertain the new ideas of teaching, learning, and school activities and services which would be worthy of investigation and placing in operation.

Each of the titles allows wide flexibility in approach to the broad problem it points up. This latitude in choice for local educational personnel would provide the opportunity for building an educational program to meet the problems of a given school community. We should never lose sight of the fact that the purpose, proportion and potential of this legislation provide the framework for a massive thrust to strengthen and improve educational quality and educational opportunities in the nation's elementary and secondary schools.

DIAGNOSING AND DEVELOPING NEEDED READING SKILLS

George O. Phillips, Sr.

Introduction

In his opening statement, Dr. McKelpin guided the thinking of the Institute to an acceptable definition of the culturally (environmentally) disadvantaged. He pointed up a number of broad characteristics common to this substantial segment of society and indicated their association with the family-personal-social heritage of the disadvantaged. This discussion will touch each of these characteristics to the extent that they affect the diagnosis, and development of needed reading skills among culturally disadvantaged boys and girls.

Reading Characteristics of the Culturally Disadvantaged

A number of reading specialists (1,2,3,5) have studied the problems of the culturally disadvantaged in terms of their ability to make a realistic and practical adjustment to printed information and the concomitant rewards of such adjustments. Berg (2) is cognizant of a communicative wasteland in the family when he observes that "the family uses a minimum of verbal language, and that what is used may follow a different phonic system from that used in the school. The whole verbal pattern represents inferior speech and very limited vocabulary." This of course is not helped by the absence of practically anything readable in the home. Edwards (6) adds to the picture of communicative impoverishment with his observation that the culturally disadvantaged is further limited through (1) a restricted background of experiences and concepts (2) cognitive stagnation and lack of challenge to learn, (3) oral language deficiency, receptive and expressive. Witty (19) states another observation poigantly, if humorously, when he concludes, "far more frequently than we imagine, when you scratch a poor reader, you discover underneath a history of meagre or impoverished experience, a family where parents are indifferent to reading and where home attitudes are unfavorable to it. And Speigler (17) without much more scratching, invites us to share an experience with the boys in the Food Trades Vocational High School in New York City, where a boy, asked at an assembly to read from Proverbs in the Bible, prefaces his oral reading with the announcement that he will read about some "proud verbs" in the Bible, and youngsters asked to write out the "Star-Spangled Banner" began with "Oh can you sing by the doors early light?" That there are not more than five of 750 boys in the school who read beyond their grade level is indicative of the challenge of the reading problem among the culturally deprived not only in crowded metropolitan areas, but wherever the culturally disadvantaged are found.

From the foregoing insights we might assume that the culturally retarded reader got that way because the doorway to reading has never really been opened to him; that books have never been among the identifying objects of his culture-world; that books are not prized by his associates in the home or in the social circle of which he is a part; that books, which often require a silent interaction between writer and reader, are contrary to his shifting and shiftless environment; that he is not in possession of the skills which make association with books a pleasureable experience. Because of these conditions, the teacher of reading does well to be aware that the majority of these children are among the class for whom the "term retarded reader" is generally reserved. In this context, it is possible to make the subject of this session consonant with the objectives of the Institute: to uncover the causes for failure and to suggest remediation. The discovery of the causes we term diagnosing; the remediation of the problems we call improvement.

Black (4) has summarized a number of factors believed by many persons to be causes and results operative in the lives of the children in disadvantaged homes. The relevance of these factors to the learning and enrichment of reading skills and attitudes is conspicuously evident to teachers concerned with teaching any segment of the language arts. Some of these factors are indubitably related to reading problems among the culturally deprived. Black noted that these children: (1) understand more language than they use; (2) use a great many words with fair precision, but not those words which are representative of the culture of the school; (3) frequently are crippled in language development because they do not perceive the concept that objects have names, and that the same object may have different names; (4) use fewer words with less variety to express themselves than do kindergarten children of socio-economic classes; (5) use a significantly smaller proportion of mature sentence structures, such as compound, complex, and more elaborate constructions; (6) learn less from what they hear than do middle-class children. Under the "Learning Patterns," Black (4) summarize several other characteristics of the culturally disadvantaged, namely, that they: (1) tend to learn more readily by inductive than deductive approaches; (2) are frequently symbollically deprived; (3) generally are unaccustomed to "insight building" by external use of lectures and discussions at home; (4) need to see concrete application of what is learned to immediate sensory and topical satisfaction. This is of primary importance in a school culture in which primary emphasis is placed on long term goals, which can be met only by foregoing immediate satisfactions; (The importance of a series of well defined instructional tasks and attendant goals, continued verbalization, and frequent evaluation, of progress is implied). (5) tend to have poor attention span and consequently experience difficulty in following the orders of a teacher. This environmental deficiency is reinforced by differences in the vocabulary and syntax used in the classroom and in the home. From the viewpoint of readiness, the culturally deprived is usually characterized by: (1) significant gaps in knowledge and learning; as a result of a background too diverse from the standards of the curriculum; (2) lack self-motivation as a result of non-prizing in his home and social environments; (3) lack of experiential preparation for the ideas and concepts of the middle-class textbook and curriculum; (4) restricted concepts of spatial relationships.

The foregoing characteristics, all of which contribute to an understanding of materials in print, exerts a tremendous negative force on the progress of the culturally disadvantaged. Figurel (7) has indicated that at grade two the vocabulary of the culturally disadvantaged is approximately one-third that of normal children while at grade six it is about one-half. He further states that less than half of the words in the vocabulary of preschool children are known by second-grade children in slum areas. Such words as sink, chimney honey, beef, and sandwich are learned by culturally disadvantaged children one or two years later than by other children. Numerous other problems arise from the unfavorable environment which produces a stunted intellect for which a great deal must be done if a measure of intellectual restoration is expected.

Tools and Techniques of Diagnosis

It is in this frame of reference that the teacher accepts the challenge of diagnosing and developing needed reading skills within the ranks of the culturally disadvantaged. To do this task, teachers must begin at the beginning. It is of vital importance to take each pupil where he is and treat him as if he has arrived where you want him to be. This implies diagnosis. We must give him the attention needed to discover his reading disabilities and provide a program of restoration. Karlin (13) advises that in dealing with reading deficiences of the culturally disadvantaged, we should go back to the principles of learning. Stated in language related to the reading task, such principles take the following forms: (1) find out what pupils know before offering reading instruction; (2) try to tie the instructional program in reading to problems which confront the student; (3) use materials which students can manage without becoming frustrated; (4) break down gross skills into smaller segments and teach them in order of difficulty; (5) use the text and context; (6) show them how.

The tools of diagnosis in reading are several. At the top of the list are the tests of intelligence, necessary because reading demands basic equiqment for thinking. A number of professional books on reading carries a classified list of such tests. Second, the group tests of reading are of vital importance for indicating levels of reading in terms of the class or group. Many reading tests at varying levels are also listed in the many popular textbooks on reading. (3, 8, 13) But as Smith and Dechant (16) point out: Obtaining test data is not diagnosis. And for that matter, so is the gathering of data from school records, intelligence tests, survey tests, interest inventories, and study skill inventories. Nevertheless, diagnosis begins with measurement and each test must have a specific purpose. Intelligence tests helps us to know the child's capability of development; the diagnostic test helps to identify his specific strengths and weaknesses. As seen by Bond and Tinker (5) diagnosis serves three purposes. First, it gives us information necessary to adjust instruction to meet the needs of groups of children in general, the culturally disadvantaged in this case; second, the general diagnosis can give the information necessary for adjusting instruction to individual differences in reading found within the class; third, a general diagnosis can help to locate the children who are in need of a detailed analysis of their reading disability.

While formal technique of diagnosis is an important barometer of reading disabilities, informal procedures are equally significant. Bett's (3) general principles for informal diagnostic procedures are pertinent. Three reading levels are of practical use in determining the child's reading ability. For the extensive reading which the child must do, the material must be readable at his basal or independent level. At this level the child should have 90% per cent or better comprehension, pronounce accurately 99 per cent of the words, and read comfortably and rhythmically. At the instructional level of reading, the child must have at least 75 per cent comprehension and make no more than one error per 20 words. Material more difficult than this will be read at the frustration level. Teachers can do a great deal if they know these three levels for each reader. Informal oral reading is one of the best means for ascertaining how well the child reads and for identifying some of his problems. It permits us to learn something about how he attacks words. It acquaints us with his comprehension skills and his techniques for sounding and blending. It gives us a clue to the child's willingness and desire to succeed.

Investigations have shown that teachers' observations as a part of the diagnosis can be reliable. Correlations between standardized tests and teacher observations of reading have been as high as .83. For teachers who feel the need for a guide in making such observations as a part of the diagnostic procedure, Smith and Dechant (16) offers the following: Observe pupil interest in school work that requires reading as a skill; (2) pupil concentration on reading material - that is, his ability to resist distractions; (3) the degree of pupil vigor or apathy - in attacking assignments involving reading; (4) behavioral attitude such as the pupil's interest or the lack of interest in the work of the class; (5) speed in completing work involving reading; (6) willingness to read orally, (poorer readers are more likely than the good reader to volunteer); (7) desire to hear others read, (pooer reader is more likely to wish to hear others read than is the good reader); (8) ability to follow written directions.

The Need for Understanding the Culturally Disadvantaged

Diagnosis need not be complete before a program of reading improvement be started for the culturally deprived child. Many years have already been lost and everything that can be done to diminish the deficits - cognitive or affective - should be done without delay. Even with a completed profile in hand, the teacher might do well to consider Townsend's (18) advice to "free ourselves from the bugaboo of the mental age and inquire into the real demands on mental maturity and see how they can be met. Where the culturally disadvantaged is concerned, teachers must be ready to abandon the simple generalizations about age and I. Q. and turn instead to a thorough study of each child. The implication is that individual differences are operative, and for one group this is more compelling than for the culturally disadvantaged. Teachers must understand that slowness is not the same as stupidity. A characteristic of the culturally disadvantaged is that he is a physical learner, a fact which demands a slower method. A basic qualification for the task of helping the disadvantaged, therefore, is understanding. To serve the culturally disadvantaged, one must know and understand them. Understanding, rather than a weak sentimentality is the guiding principle in teaching the culturally disadvantaged.

The plan of attack for improving the reading skills of the culturally disadvantaged is, to a great degree, dictated by their problems. First, we must get their attention for, in their normal environment, opportunities for selective listening are so confused that they learn not to listen. As a result their vocabulary is so impoverished that even common objects are nameless. Many common objects have no names for them and the concept of time and size are not developed. This babel of confusion is poor preparation for the sophisticated adjustments which must be made between an idea or object which they have never experienced, the spoken word that stands for it and the symbolic representation in print.

A second pre-requisite for working successfully with the culturally disadvantaged is the ability to secure and hold their interest. The reading teacher is especially concerned with the reasons why children and read and with the type of materials that will keep them reading. The most significant determinants of interest seem to be sex, age, and intelligence, but environmental factors are very important. Interest is a selective force; it directs attention to specific elements in the environment. And it directs the choice of reading materials. Primary children like stories about children and animals. Boys in the intermediate grades turn toward adventure, how-to-do-it stories, heroworship and gang activities, and science. Girls seek fantasy and home-life stories. In adolescence, boys prefer sports, mystery and comics; girls concentrate on romance and teen-age problems stories. But no amount of interest will decipher unknown symbols or supply critical thinking skills. Book and stories must be readable. The culturally deprived cannot retain interest in material that is unreadable. We must make any decisions as to the readability of the books we recommend for classroom, and leisure reading.

Some Concepts of Reading Improvement for the Culturally Disadvantaged

Earlier in the Institute, it was said that "since we know that there are quantitative and qualitative differences in the experience background of children who grow up within the central socio-economic establishment as compared with those of children who grow up in marginal socio-economic pockets, we must know that the strategies of teaching-learning for the two groups must take these differences into account." Lynette Saine (15) notes that among the culturally disadvantaged, there are certain built in limitations which have worked against them throughout their school years: (1) basal materials have lacked the intrinsic values and meaningfulness that their authors intended young readers to experience; (2) insufficient administrative arrangements for materials needed for practicing, stabilizing, and encouraging (enhancing) reading skills; (3) teaching procedures have frequently lacked expertness, variety, and creativity since the teachers have themselves often been victims of the same cultural disadvantage faced by the children. The foregoing statement is a challenge to find sources of materials, reorganize the plan for distribution, and adopt fresh methods in the effort to help the culturally disadvantaged where he is. Unless the teacher comes with a change of attitude to this task, the disadvantaged will continue to be impoverished.

In _Reading As An Intellectual Activity_, Agatha Townsend (18) points out that the manipulation of language requires both a background of experience to express and a stock of speech with which to represent it . . . The kindergartner grows from a trip to the playground or the mailbox which he later talks about, sees his teacher record and reads back to him, then he does from drill on making little forms which do not say anything to him. This is that method of reading which involves the child's experience in what we wish him to learn by making every effort to help him see clear relationships between what he experiences and what he reads or writes. It is not too much to do the same for the culturally disadvantaged. A first task is to build a bridge of experience for him; but if this is not possible, we must take the alternative of making reading materials out of his own impoverished environment. Thus, to cite Saine (15) again, in order to help them, teachers must know the reading status of these disadvantaged children, (2) they must make reading materials meaningful through greater stress on basic concepts than would be necessary with students of more extensive vocabularies and experiential backgrounds; (3) they must make wider use of audiovisual materials in illustrating the importance and significance of ideas; (4) they must facilitate the varied repetition of main ideas and details in materials so that the students may find security in meanings. After observing that culturally deprived children are allergic to print, and that a great classic dealing with human experience may not cure allergy, Elizabeth Rose (14) assures that a book which "packs a wallop for them" may do so. We must give him "A book that hits him where he lives."

The responsibilities which the teacher is asked to assume in the effort to meet the culturally disadvantaged at his level of literacy demands a combination of skills and dedication. As Herold Hunt (12), Dean of the College of Education at Harvard indicates, "The effective teacher of reading combines many competencies. She is a careful planner; she recognizes that poor reading ability is an indication of poor teaching; she understands children and makes use of a variety of techniques and teaching methods; and she maintains good physical and mental conditions for reading; and finally, she vitalizes the reading program.

The teacher who approaches the task of giving help in reading to the culturally disadvantaged should have a wide knowledge of materials as well as techniques. Only a few sources of material can be mentioned here. Foremost among these are those activities which enhance the experiential background of the reader. Firsthand experience, field trips, abundance of films, filmstrips, still pictures will be invaluable in laying the foundation for enjoyment of reading. While the majority of textbooks and many trade books set standards which are far above those of the culturally deprived in terms of concepts, vocabulary and content, there are many which offer opportunities for identification with characters in the story. The teacher will find Spache's* _Good Reading for Poor Readers_ invaluable in her attempt to locate books at the disadvantaged reader's level. This thoroughly prepared work will assist the teacher in finding books suited to level, sex, and interest for a wide range of disabled readers.

A Final Word

The problem of reading for the culturally disadvantaged is a significant challenge for the teacher. Perhaps the greatest is the fact that of the great gulf between the middle class book with middle class ideals and standards and the experience of the disadvantaged. Ways must be sought to narrow this gap. Providing experiences related to the content of books might be a useful first step. Ways and means must be found to do this now.

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SOME PROVOCATIVE THOUGHTS ON CONCEPT DEVELOPMENT AND AUDIOVISUAL MATERIALS

Norman C. Johnson

During rather recent times, the emergence of the experience theory has been the most notable development in education. A more accurate statement, of course, would be that we have finally rediscovered that direct experience should be the chief means of learning.

One of the worse things which happened in the history of educational theory was the development of the printing press. The introduction of books into the educational scene led to the development of a golden idol of reading. In all honesty the formalism introduced into educational methodology following the introduction of books has not yet been adequately overcome.

Comenius, Rousseau, Pestalozzi, and Dewey stand out in the history of education as significant figures, fighting the goddess of formalism in developing understandings, decrying the practice of conveying experiences by written language alone. These stalwarts in the panoramic pattern of philosophical phenomena in education knew the value of written language in communication, but knew also that words, singly or in groups, assist thought. They knew that only in so far as they assist thought do they have meaning. These men knew further that only direct associations or indirect associations with things already known is the key to the learning of new material.

The process of education is the process of the development of concepts. With the culturally deprived, whether they be gifted, slow, or slowly gifted, the process is the same. It may seem foolish to say that the use of proper materials and methods for developing concepts depends upon the clearness with which one possesses a myriad of percepts. As Kinder says, "percepts develop from simple beginnings. They are sense materials, plus meaning or experience. Perception is the totality of experience connected with a sensory object or fact .... Perceptions are chiefly habit reactions to familiar cues which have occurred and reoccurred in similar situations."

Considering the children you are thinking about in this group, have they developed the habits of reacting to the cues presented to them in the beginning years in schools? Or more pointedly, have the cues, (the words, the sounds, the values) we use occurred and reoccurred in a similar way in their life space as they have in ours?

Each culturally disadvantaged child we are entrusted to teach is a complex tangle of attitudes, motivations and needs which represent literally millions of experiences which have been organized yet are in a constant state of flux. Each of our meager attempts to communicate with him, to be understood, to understand him, poses the problem of infiltrating this prodigious personal context complex.

The problem of communicating meaning is the problem of getting two individuals to agree on the meaning of certain symbols. No word (no symbol), or gesture (no symbol) is likely to mean precisely the same thing to any two individuals, but the closer they can come to using similar meanings, the more efficient the communication will be. This is not too difficult when the meanings are simple. If I were to say to you "let's look at some paintings," communication is relatively easy. If I were to say "the paintings are beautiful and well composed," we have a vastly more difficult time of communicating. Fortunately or not, people infrequently recognize the problem of the use of different frames of reference. Each person expresses his thoughts with his own frame of reference and a very rough state of agreement giving the impression of communication is reached. This is often the case when we try to teach students whose backgrounds are replete with experiences in which ideas we express have different meanings and values associated with them.

Another of the problems of misperception and hence misconception is the tendency for each of us to perceive what he wants to perceive.

> "Provided that a just and equitable method of financing can be found, I am in favor of a sizable increase in old-age pensions."

One listener might interpret this quotation as a promise for increased pensions; another as a threat of increase of taxes.

An experimental series of cartoons designed to expose bigotry and using a central character of Mr. Biggott in ludicrous prejudice situations was found to work only to reinforce the prejudices of those people to whom the series was directed. As Walter Lippmann said, "the pictures in our heads" are responsible for misconceptions. The sterotypes derived from the culture are responsible for misperception.

Every teacher is aware that inattentiveness interferes with assimilation of instruction. This is a very common reason for a breakdown of communication. Individuals, culturally disadvantaged, not only do not respond to those things which they do not want to hear; they also do not respond to things which do not interest them. You can bang your head against the wall of interest-opposition if you wish. The mass media specialists of Cincinnati, Ohio did it and achieved nothing. They tried to acquaint the populace with the United Nations. Only those with prior interest paid any attention to the mass communication campaign.

Perhaps even more important in considering the development of perceptions or conceptualizing is the thought, revealed by relatively recent research, that individuals tend to think and act to messages in terms of the influence of an "identification group." The individual may respond with referrents derived from the groups to which he belongs and wants to belong - "primary influence group." Of course this point puts us at a decided disadvantage. What materials other than pictures from Ebony do you have as reference materials which involve the "primary influence group" of most of your students? But, maybe it isn't important.

Looking at one last point, advertisers do not sell cars to people who do not want cars. They do direct the attention of the woman or man who wants a car toward a specific brand. A sample of the people who bought bonds after the Kate Smith bond marathon on television revealed no anti-bond buyers. Could your instruction sell bonds to the anti-bond?

Now what does all this mean for a discussion of audiovisual materials and the development of concepts? Something or nothing? Conceptual learning is dependent upon perception as perceptions are classified into more meaningful hierarchies or generalizations. An orange, as Kinder says, "with its color, form, odor, texture and the like plus the verbal symbol is a percept. When the percept is extended to include definition, geographic location, geographical distribution, and social and economic value, orange may be appropriately termed a concept."

The concept, Kinder goes on to say, may involve thought processes such as suspended judgment, comparison, contrast, discrimination, and the like. Concepts grow from practically nothing to a full understanding and their maturity depends upon a proper environment and state of flexibility. And, this is the point at which you and I as educators come into the picture. We are the manipulators of the environment in which the child will perceive.

What is the problem to be solved, in part, by audiovisual materials? Lack of clearly defined mental images leads to misconceptions. Sensory experiences are the base material from which concepts are wrought. Now, the greatest sources of learning in order, are (1) experiencing directly, (2) seeing a picture, model or film, (3) being told about it, and (4) reading about it. I am not going to suggest that the "royal road to learning" has or will be discovered by me, you, or others but I am going to suggest that the role of audiovisual materials is that of imagery in the clearest possible sense with experiences of the appropriate level of concreteness and/or abstraction for the learners.

TESTING! Testing! Testing!

Plans were developed initially to administer to the enrollees an information collecting instrument on the first day of the institute. This instrument was to be designed to sample both the cognitive and affective domains regarding cultural disadvantage. A different form of the same instrument was to be used on the last day of the institute. As the opening day of the institute approached, the director felt increasingly anxious about his ability to construct a valid instrument to perform the task conceived (and with good reason). As the director's anxiety mounted, he hit upon a happy compromise: Having the enrollees, at the close of each week, write out, over their signatures, their conception of the "culturally disadvantaged learner." The idea was to collect data as a basis for ascertaining whether or not there was any evidence for believing that the experiences of the institute were having the desired effect.

How the enrollees felt about the experiences provided in the institute was also of evaluative concern. To collect data which would permit judgments, two techniques were employed. At the end of each week, the enrollees were asked to write a brief evaluation of the institute, no holds barred. They were asked to point out what they regarded as strong points and weak points of planning, operation, performance, physical facilities, climate, etc. These unstructured critiques were not to be signed, unless the enrollees simply wanted to sign them.

The other technique used for short-term evaluation consisted of asking each enrollee to complete a structured evaluation form, once on Tuesday of the second week, and again on Friday of the third week - the last day of the institute.

The information collected through the use of these three "tests" is presented and discussed below in the following order: (a) conceptualization of the culturally disadvantaged learner, (b) unstructured critiques, and (c) structured evaluations.

Changing Conceptions of Culturally Disadvantaged Learners

If space permitted, the three written statements of each participant would be included in order to show the full range of variation and change. However, since all individuals cannot be represented, the decision was made to include the three statements of one member from each of the eight teams that were participating in the institute for the first time.

Teams are represented by the letters A to H, and the members of the teams are represented by the numbers 1 to 24, with three numbers being allocated to each team. The following samples are presented substantially as they were received.

A-1 - First Week

A culturally disadvantaged learner is a learner who comes from a home which does not pass on to him or her the cultural patterns of a painstaking language, curiosity about special aspects of his or her world, the disposition to challenge authority with his or her questions or ideas, the concerted effort to achieve in an intellectual sense; such a learner is handicapped for the task of growing up to lead a competent and satisfying life in an urban, industrial, changing society.

A-1 - Second Week

After having been in the Institute for Culturally Disadvantaged Learners for two weeks, I have come to the conclusion that a culturally disadvantaged learner is a learner who comes from a home which has not developed in him the cultural patterns of a wide vocabulary, curiosity about selected aspects in the world, the ability to ask sensible questions, an urge to achieve to the best of his ability, good communication skills, desirable family living habits, and self-esteem which will enable him to lead a competent, and satisfying life in an industrial, urban and changing society.

A-1 - Third Week

A culturally disadvantaged learner is a learner who comes from a home which has not developed in him such behavioral patterns as being curious about certain aspects of our world, an extensive vocabulary, the disposition to challenge authority with sensible questions and points of view, the effort to achieve in an intellectual sense, high self-esteem, perceptual skills, values, etc. This learner is handicapped for the task of growing up to lead a competent and satisfying life in a changing, urban society.

B-5 - First Week

The culturally disadvantaged child at birth possesses great potentialities required for development into a healthy, happy, responsive and productive human being. However, from the very beginning this child is a victim of circumstances involving many negative environmental factors including parental ignorance and/or apathy, economic incompetence, low social status etc., which perpetuate them.

Because of existing circumstances this child is frequently too limited in background experiences to cope adequately with wholesome educational opportunities without special guidance, too starved emotionally to feel a sense of security of the comforting warmth of belonging; too steeped in frustrating failure (futility and despair) to even aspire for acceptable and successful achievements; too downtrodden to hold either himself or his associates in high esteem; too nutritionally starved to be physically fit and energetic; and too disappointed with "today" to hope and plan for tomorrow. This child is in need of numerous and varied experiences with the unfamiliar.

B-5 - Second Week

The culturally disadvantaged child is one who is deprived of the opportunities which are prerequisite to the maximal development of his potentialities by limited and undesirable environmental factors. He is a persistent underachiever in educational pursuits possibly because of his limited background experiences; lack of mastery of acceptable communication skills; and inner personal conflicts. Negative circumstances further handicap this child through emotional instability; rob him of a sense of security and well-being; cause him to underestimate his worth and dignity; and deprive him of the comforts of life which include shelter, food, clothing etc. and are necessary for a healthy individual.

B-5 - Third Week

The culturally disadvantaged child is a victim of one or more unwholesome environmental circumstances which may stem from educational, social or economic factors. These limitations may be manifested in physical, mental or emotional conditions or behavior and can be found at any and all levels of the socio-economic structure. He may be an underachiever in formal educational endeavors either because of limited background experiences or because materials and methods of teaching are not appropriate for his needs. This child has potentialities which are not being developed adequately. He may be further characterized by low self-esteem, emotional instability and a low aspiration level.

C-7 - First Week

Cultural deprivation, as seen from my point of view, is the absence of those experiences denied an individual which are necessary to enable him to develop and understand the society in which he lives, in order that he may survive socially and economically in a changing complex society.

C-7 - Second Week

The cultural disadvantage learner - those learners in our society who have not been able to get from their environment the essentials and experiences for developing the pattern for growing up and adjusting satisfactorily in a changing society.

C-7 - Third Week

The culturally disadvantaged learners are those individuals in our society who lack the know how in order to adjust satisfactory in the mainstream of our society. As a result of the lack of these experiences and essentials in the environment from which they come, they are ill-prepared and are not capable to response readily and acceptably to the challenges of the mainstream of society.

D-10 - First Week

Categorically the culturally disadvantaged child is that segment of society, who suffers, social deprivation, for lack of symbolic competency which is derived from inadequate nurture of his innate potentialities, so necessary in the development of auditory and visual decrimination.

He is invariably the recipient of restricted language in family conversation. His inquisitive mind is frustrated further by short authoritarian answers. There is a lack of materials and objects designed to challenge ingenuity with hands and mind. Those things pertinent to the development of self-identity, or self-image are woefully overlooked. The disadvantaged possesses linguistic hungers which denies freedom of expression. A deterrent that forfeits the opportunity to live democratically and competently in society or to develop intellectually.

D-10 - Second Week

A segment of society denied unintentionally, through his cultural environment and interaction with that environment those pertinent social values essential to occupancy in the mainstream of our democratic society. His only cultural experiences evolve from those with whom he associates. The lack of interrelationship with other classes and groups restricts cultural development.

He suffers from lack of family affection, love and belonging. Thereby developing a negative self-image, which in part merges into lack of identification and association with middle class social patterns. This develops into frustration and more frustration as life progresses. He is unable to lean securely upon anyone or anything intelligently, because of environmental deprivation.

The home is void of books, magazines, newspapers and practically all other orderly news media. His educational and cultural appetite leaves all to be desired. His appetite is abated; but hidden hungers rob him of health and happiness. In addition physical defects go unattended, which add to his cultural woes and crush him further into oblivion of deprivation. Continued interaction with restricted environmental cultures produces serious linguistic development.

D-10 - Third Week

The culturally disadvantaged is that segment of society who suffers from disabilities which result from their birth and nurture in environment which impose handicaps rather than provide opportunities for development into competent citizens prepared to merge with middle class action and thought.

E-13 - First Week

The culturally disadvantaged learner is one living in a low socio-economic environment and lacks the following: a positive self-image, a sense of security, a freedom from want, and a desirable family life, which in turn, reflects attitudes toward academic and social behaviors which gear him to a low level of achievement and a misfit in today's society.

E-13 - Second Week

The culturally disadvantaged learners are those in our society who have not been able to get from their environment a verbal pattern of speech which is not inferior and his vocabulary is not limited; they cannot adjust to ideas and materials created by and for a middle-class society; they are lacking of the basic knowledge and information and are insecure with symbolic expressions and representations because of restricted backgrounds and experiences; and above all they are ignorant of themselves.

E-13 - Third Week

The culturally disadvantaged learners are those from a low socio-economic environment with attitudes, expectations, and values which are not accepted by those in the mainstream of society. These learners have as parents those with little or no formal education and who do not have a positive attitude toward education; they (the learners) are lacking of a positive self-image; they have an inferior verbal pattern and vocabulary; because of their restricted backgrounds and experiences they cannot adjust to materials, ideas, symbolic expressions and representations of the middle-class society; they are low in self-esteem and are geared toward low achievement, their family life is undesirable, and they need a sense of security, a freedom from want and a feeling of acceptance.

F-17 - First Week

Culturally disadvantaged learners may be defined as those learners who have been deprived of certain cultural patterns due to poor environment, segregation, and socio-economic status that will enable them to adequately adjust and live satisfying and socially constructive lives in a changing society.

F-17 - Second Week

Culturally disadvantaged learners may be defined as those learners who have been deprived of certain cultural patterns required for growing up to lead satisfying and socially constructive lives due to the lack of an adequate amount of affection, the absence of images in the child's life for him to imitate, the lack of a home environment in which books and newspapers are read, and where there is little or no discussion of intellectual activities among the family that will help the child to adequately adjust to this changing society.

F-17 - Third Week

The culturally disadvantaged may be defined as those learners who have been deprived of certain cultural patterns that will enable them to perform certain intellectual task due to poor diets, the lack of affection, poor home and community environments, the lack of images for these pupils to imitate as they grow up that will enable these individuals to lead personally satisfying and socially constructive lives in a changing society.

G-20 - First Week

A person coming from a home which does not pass on to him the verbal pattern of accepted speech, an expanded background of experiences, inquisitiveness about the world, a disposition to challenge authority by questioning, ambition stemming from having a sense of the future and expectations of opportunities through schooling, and a person from a restricted group (social class, ethnic group, color caste) is culturally disadvantaged. These disadvantaged children are handicapped for leading competent and satisfying lives in our present society.

G-20 - Second Week

A person who does not experience adacemic success and is not able to solve effectively many of the major problems that face him in living a full and successful life because of his lack of ambition, poor health, verbal unskillfulness, a negative self-concept and/or of a culturally restricted group (non-Aryan middle-class) is culturally disadvantaged.

G-20 - Third Week

A person who does not achieve academically in school and is unable to solve effectively many of the major problems that face him in living a full and successful life because his home does not pass on to him a strong sense of the future, a sense of expectations of opportunity through schooling, a verbal pattern of accepted speech, inquisitiveness about the world, a disposition to challenge authority by questioning, and because of his negative self-image is culturally disadvantaged.

H-24 - First Week

The culturally disadvantaged are those who do not possess an elaborated language, curiosity about selected aspects of their world, the disposition to challenge authority with their questions, a drive to achieve in an intellectual sense etc. - thus being handicapped for the task of growing up to lead competent and satisfying lives in an urban, industrial, changing society. These individuals lack, to a certain degree, a sense of competence, of power, of moral worthness and of likeability. Therefore they are weak in self-esteem.

The culturally disadvantaged come from environments lacking in love and understanding; conversation is either absent or quite restricted; questions are unanswered and discouraged; social relations are inept and one cannot be sure of attaining basic necessities at all times.

Thus, the more one is exposed to, in the way of language, travel, educational toys and other experiences - real or vicarious - the less culturally disadvantaged he becomes.

H-24 - Second Week

The culturally disadvantaged learner is one who comes into a different culture from that to which he is accustomed and is taught by a person in this culture with no effort to understand the culture from which the pupil comes.

One example given in an article, "Some Implications for School Practice of the Chicago Studies of Cultural Bias in Intelligence Tests," is of a United States citizen going to Australia and being given a test in terms, customs, and animal life natural to Australia. Although considered an intelligent person in the United States, he would rate poorly on matters purely Australian.

The analogy may be made with a child coming from a culturally lacking environment in speech, reading material etc. and entering a middle class school with a middle class teacher and middle class goals.

H-24 - Third Week

The culturally disadvantaged learner is one whose experiential background renders him either unable to get out into the mainstream of life or to become part of the mainstream with difficulty.

Several kinds of observations may be made regarding the conceptualizations represented above. Prior to making any observations, however, it may be useful to examine the criteria used by the director in evaluating the statements and to indicate how the criteria were used. The adequacy of the statements received at the close of each successive week was determined on the basis of the statements reflecting four elements regarded as essential. These four elements may be represented as the answers to these questions:

(a) Is the source of cultural disadvantage indicated?

(b) Are the statuses for which the learner is handicapped represented?

(c) Are the means or conditions that produced the disabilities specified?

(d) Are any samples of behavioral handicaps given?

The order in which these four elements appeared in the statement was not regarded as material; but whether or not they appeared was the point of significance. While the questions listed above were never presented in just that order or form, at the beginning of each succeeding week the conceptualization of cultural disadvantage was reviewed and each element pointed out.

Examination of the statements reveals that some of the participants have all four of the elements represented from the beginning. While others reflect progressive integration of the elements. At the beginning some of the participants used statements that were repetitious, excessively verbose, and not well focussed. But subsequently many of them developed much more precise yet inclusive statements. And there were some who, even at the end, had not yet identified the elements and/or represented their relationships in defensible statements. However, some progress was judged to have been made by all participants, and most of the statements were regarded as acceptable. A review of many of the statements, in light of the definition recommended in the first lecture, shows that some participants latched on to that definition and never really experimented independently. Some show little awareness of the definition recommended. And others reflect a tendency to construct statements that may be regarded as variations based on the "school solution."

Unstructured Critiques

The unstructured evaluative statements were also collected at the close of each week. And again, the statements are too many and too lengthy for all of them to be included. And, since signatures were not required, identification of each person, which would permit selection of the same evaluation for successive weeks, is not possible. Therefore, samples of evaluative statements are shown by weeks. And where the individual identified himself, this is indicated by team letter and individual number. The samples shown below represent evaluations of both new and returning particiapants.

Sample Evaluations for the First Week

G-19

I have reached the conclusion that the institute for teachers of disadvantaged learners is the most practical, helpful and "down to earth" in which I have participated. It is true that thus far the materials and discussions have been theoretical but I can readily see how all of us can easily apply these ideas to practical use when we return to our various localities.

Further, we are fortunate to be able to participate at a time when everyone is conscious of the needs of the disadvantaged learner and all attention is focussed on his problems. It just makes a person feel good inside to know and realize that now, I think, I will be better able to help.

The only shortcoming that I can foresee is that time will not allow us to do the job that we would like on our various problems. From discussions of our problems, I can see a great revelation to each other if we only had the time.

G-20

Working to raise the academic achievement of the pupils assigned to my classes, working incessantly on self-improvement and guiding my sons for a future in the "broader society" has been of great concern to me for some time. Although only one week has passed since the start of the 1965 institute, I have gained insight into problems that emcompass the culturally disadvantaged. The scheduled lectures for the past week have been provocative and enlightening and the discussion period following each lecture has made my thoughts on various aspects of the subject more crystal.

It is stated in the background statement that "The program is designed to afford opportunity and positive aid for school teams to understand disadvantaged learners and to plan ways to accelerate their academic achievement and to promote their personal-social development. I believe these objectives are well on the road to being fulfilled. However, why limit each team to only school personnel? Having a minister, nurse, factory worker or parent as part of one or more teams may be beneficial to the institute. Moreover, the insight gained by laymen would be self-beneficial and would make for cooperation in executing the prescribed strategy of attack.

Returnee

Strong Points: I welcome the opportunity to return to the institute. In the press of duties and the stress of the job, I am afraid that I forgot some of the concepts that were taught me as important in working with the disadvantaged. My return this summer gives me another chance to make these understandings such a part of my thinking that I can not again become so discouraged. Secondly, the material, even though on the same subject, has not been a repetition of last year's lectures but has given us the benefit of studies made during the past year.

Weak Points: The afternoon sessions came as a distinct surprise and caused a little inconvenience, at first, because of previous plans.

- There are several reasons why I am enjoying the institute. The most outstanding ones are outlined below:

I. The favorable climate for working and learning

  A. The informality of name and participation
  B. Freedom of choice for committee participation

II. Organization and preparation of materials

  A. The daily scheduling of and presentation of assignments makes for eager anticipation
  B. The manner we have proceeded has seemed like a plot unweaving and thickening (Thickening here refers to the new prospective about our learners and the doubts which I have in mind about the way to go about helping when there are so many problems to be attacked.)

- Some favorable aspects of the institute are:

1. Its informal atmosphere
2. The opportunity provided by lectures and discussion periods to see the pros and cons of the problem from experts of many fields of interest
3. Some applicable solutions provided by films
4. Direct contact with teams with experiences in working out their problems
5. The sincere respect and sympathy for each team's problems
6. Procedures for plan of attack in implementing your own personal program

The only adverse criticism is the tendency of some members to take to much of the time that is allocated for team problems with matters of less expediency.

- Some of the strong points of the institute which I observed are:

  1. The introduction of the institute was very clear and most helpful, especially for those who were attending for their first time.
  2. The informal approach of the institute provides a healthy atmosphere for lectures, conversations, and the expressing of one's own ideas and view points.
  3. The daily bulletins and reading materials lends a tremendous hand in preparing our minds for recieving and digesting lectures which are presented daily.
  4. The interest that the teams take in participating and striving to make the institute a success.
  5. The institute itself recognizing such an important problem in our society and striving so desperately to render a solution.

  Weak Points are:

  1. Limited time alloted to open discussion, especially following lectures.
  2. Chairs should be cushioned.

- Here I shall make mention of the strong points first and then deal with the weak points, as I have seen them.

The first strong point that I should like to observe is that we recognized the need to do something about this situation of cultural deprivation.

The second strong point is that we were enlightened about the basic situation at the very beginning of the institute, therefore, that which follows is more meaningful as well as more beneficial in helping to fully understand the hard core situation.

The third strong point is the fact that persons definitely concerned with the problems faced our society, that is of deprivation culturally, were summoned to share with us their views on the situation.

The fourth strong point is that carefully prepared materials have been prepared for sharing so as to bring to light the unfortunate stiuation of cultural deprivation which will ultimately result in solution seeking processes of the situation.

There are many other strong points which surely could be emphasized here, however, a thing of this sort could be of unlimiting time and this is a valuable thing.

The weak points, as have been observed by me are too few to merit mentioning here, however, time, a factor which we do not control has been working against us.

The work carried on in this institute and the work that is almost assured to follow is of the highest esteem when evaluated as a worthy cause to humanity. I am very happy to share in an opportunity with others, a chance to serve.

- The first week of the institute has been very interesting, enlightening and enjoyable. The informal atmosphere of the class brings about less tension and everyone feels free to express himself. This informality has also brought about friendships that probably would not have materialized ordinarily.

This class makes me feel that I will be more patient and understanding with my pupils. I will also consider their problems and work harder in providing worthwhile experiences for them.

- The Institute for Teachers of Culturally Disadvantaged Learners has been a gratifying experience. It has presented a clear concept in identifying the culturally disadvantaged child. It has been enlightening because unfortunately too often the culturally disadvantaged child has been classified as the mentally-retarded who because of mental deficiences was incapable of learning.

The lectures, films and discussions are very challenging to the participants in the institute.

Reports from the participants who have experienced the work in this area are a good feature of the program. It gives participants points of strategy in setting up a program for the first time.

If more library materials were available however, perhaps it would help some members of the group to participate more readily and ask more challenging questions.

- Through the media of lectures, films and classroom discussions I have gained many resourceful ideas that will enable me to work with the culturally disadvantaged in my class. It has enlightened me to the role of the teacher in helping them broaden their experiences, in giving them love, sympathy, and understanding, which through the years we have unintentionally failed to give so that they may learn and improve the conditions of their lives.

The course has been very resourceful, but I feel I need more guidance and understanding in working out a problem.

- Strong Points: I would rate the materials and experiences of each session of the institute as very good. The panel discussions are excellent because each team has an opportunity to share their ideas with the group so that we might understand the disadvantaged learner and plan ways to accelerate their academic achievement.

The filmstrips are excellent. It gives each teacher a chance to view situations that are being discussed in class. It is an opportunity for identification and clarification of some of the concepts of culturally disadvantaged learners. Palmour Street was the best film last week.

The lectures that have been given were very good and helpful toward selecting and clarifying some of the basic problems, techniques and issues in educating disadvantaged learners.

Group discussions in our regular sessions, and with our fellow teachers is interesting and in my opinion is a very important part of the institute. Through these discussions teachers really get to know the problems that are existing in other areas and how they are being solved. These discussions also affords an opportunity to understand such matters as common curriculum problems, and interpersonal relationship to the disadvantaged individual.

The "Thought for the Day" on each program is very good. Even though I disagreed with the thought for the day once. "If children do not learn it is the failure of the teaching method or its application, rarely, if ever, that of the child" - Martin Deutsch. The child's parents and home experiences play an important part in the child's learning. Each film we have had showed the important part of the parent in the child's learning activities at school. If the child grows up in a family of low income, low interest with a restricted language he is likely to find the elaborate language of the school to be strange and confusing and unless the parent works very hard along with the teacher this child will dropout.

The outside reading assigned the class is very good as far as I have read.

Weak Points: I have only one weak point, the time, we have not kept our time balanced. Too much time has been given in some class activities and not enough in others.

The institute is enjoyable and is really proving helpful in many areas. The instructor should be remembered forever because he has worked so hard to make this class available.

Sample Evaluations for the Second Week

C-9

Since I have been assigned the task of commenting on the past week's activities, I feel justified in stating that I don't believe that there could have been any better activities to relate to the situation of the culturally disadvantaged.

Through the process of imparting findings, views and the likes, our lecturers provided us with eye-awakening and thought-provoking stimuli.

A highlight, if I may refer to it as being that, was the explanations of the "Tote Unit" and its application.

With success being our goal we have pushed and shall continue pushing back the barriers that imprison so many potential contributors to our ever changing society.

G-19

The institute continued this week to be interesting and challenging to all who participated.

The director was at all times present to channel thoughts and stir the imagination of all present. Feeling that the institute was lagging, he began to step up the tempo inorder that the last week of the institute would accomplish established goals.

The consultants who made presentations from day to day continued to be of the highest calibre. Often the participants in the institute did not want the consultants to end their presentations because of the interest stimulated by each of them. The information presented by the consultants continued to be of the type that is "usable" in the classroom.

The participation on the part of those in the institute seems to be increased. The freedom allowed by the director is beginning to assert itself in that more of the members are beginning to take an active part in the discussions and activities.

G-20

Thus far, the presentations by consultants, progress reports of team projects, film sessions and the study of reprints made available to me by the institute have expanded my understanding of the disadvantaged learner as to definition, characteristics and possible solutions to some problems plaguing this group.

Returnee

This institute has been chocked full of informative speakers. Dr. Orr stands out in my estimation as one of the speakers who was most helpful in planning programs for the disadvantaged learner. Perhaps because of my great interest in the teaching of reading, I found Mr. Phillips' presentation particularly informative. Of the other speakers, Dr. Howell and Dr. Davis gave me something that I could use at once without benefit of new materials and non-existent funds.

The implications of the "Tote Unit" presented by Mr. Dyer are not as clear to me as I would like. I will try to apply its principles as I understand them to everyday situations and then try to apply them to the curriculum.

The films, especially the first seven, had good information for me as a grammar grade teacher in a depressed area school.

I have been greatly impressed by the amount of work that has gone into the planning of the institute. Each speaker is clear, it seems to me, about the aims and scope of every other speaker's presentation.

H-24

One of the most significant topics given in Mr. Dyer's presentation was the "Tote Unit." The point to remember is that if what the child sees or hears is too incongruent, he pays it no attention whatever. It passes quickly from his mind. Conversely, if it is optimally congruent, an association is made and there can be or will be retention.

According to Dr. Couch, there is fluency in the culturally deprived environment and it would be to the advantage of the middle class teacher to understand and respect it.

A teacher has to be an author or a good translator. A teacher should begin with a pupil where she finds him; making experience charts regardless of the grade the pupil is in, if that is his level. Find a way to use comics in getting children to read. Thus Mr. Phillips spoke to the institute.

Motivation is necessary for learning. What motivation is, the kinds of motives and the fact that several motives are at work in an individual at one time was the contribution of the dynamic speaker, Dr. Davis.

Dr. Johnson really gave us something to remember when he emphatically said that there must be flexibility in a learning situation or there is no learning. The difference in perception and conception may be explained by saying - perception is the characteristics one sees of an object and conception is the amount of functional knowledge we have of it. Concepts grow from practically nothing at all and their maturity depends on the environment and the flexibility of the individual.

The series of films on Teacher Influence gave us vividly the fact that the teacher exerts direct and indirect influence. Whereas there must be times of direct procedure on the part of the teacher, the more indirect influence the teacher gives the more children do for themselves and therefore more learning results.

- Evaluation for the second week of the institute:

1. Planning on the part of the instructor was excellent.

2. Classroom participation was very good.

3. The lectures for the week were timely, informative, enjoyable and helpful.

4. The classroom rapport was excellent.

5. Materials for the week for reading have been very helpful in furthering our understanding of the topic that we are now engaged in (at this time.)

6. Reports from the individual school have been quite good, with the exception of the last report, I felt in all sincerity that this report showed a tremendous amount of room for improvement on the part of presentation and the way in which this problem was treated in general.

7. I feel that after having taken part in this institute for three weeks, I will be better able to go back to my school this fall and take a new look and a new attitude toward the culturally disadvantaged learners. Now I understand why some of my students have not been achieving as I have desired them to do in the past.

D-10

All presentations were informative and pointed. Indirect and direct teaching methods as presented through filmstrips stood out. This presentation motivated me to encourage my co-workers to present motivational materials at all times.

The speakers presented a provocative discourse. I don't think there was enough time left for questions.

E-13

My evaluation of the second week of the Institute for Teachers of Culturally Disadvantaged Learners is stated in (3) strong points:

1. Lectures, materials, and films very interesting, informational and educational
2. Studying Teacher Influence - very useful guide for future classroom interaction
3. Continued evidence of a well planned program

D-11

Last week's work was well planned. The consultants could not have been chosen better. Their topics of discussions were very informative and interesting. They gave a wealth of information that should be mimeographed and given to each student-teacher for future reference.

A-1

The course, Education 575S: Institute for Teachers of Culturally Disadvantaged Learners, has been very stimulating. It has caused me to become interested in the disadvantaged learner in such a way that I have been discussing this course every where I go.

I believe I have gotten a clear understanding of who a culturally disadvantaged learner is. Now my thinking has been turned toward helping the deprived children.

The case studies, lectures, discussions, films, filmstrips, and reprints have been very rewarding in helping me get new ideas about what to do in my own school situation.

I hope that when I return to my school, I will be able to relate to my fellow co-workers what I have learned. I also hope that these new ideas that I have gained will help me to institute in my school conditions and programs designed to release the potential of these learners to achieve.

B-5

Outstanding positive evaluation features include:

1. An enthusiastic dedicated and energetic director
2. Exposure to excellent resources - lecturers are well-informed, literature is interesting and informative, films and other A-V materials are interesting
3. A permissive atmosphere
4. Planning which is flexible enough to permit the inclusion of "extras"

E-14

In evaluating or summarizing the course thus far I would say it has aroused my curiosity and given me an incentive to do more in this area. I have a better conception of who the culturally disadvantaged are, their needs and their handicaps that will keep them from becoming good citizens. I am aware of the importance of providing enriched and vicarious experiences to upgrade their cultural views in life, to stimulate each child to attain achievement levels measurable with his ability, the importance of taking the learner where he is, to provide them with reading materials that relate to their own culture and experiences, to broaden their experiences by starting with situations drawn from their own daily life, to develop personal respect and self pride, to offer opportunities for creating, interpreting and appreciating the beauty of life, to let him share in planning the activities that are carried on, to give him a feeling of being a part, to create an environment that will give him the essentials for growing up to become a good citizen and to arouse the parents to assume their responsibilities in helping to upgrade the child's progress.

A-2

With the images I have formed as a result of clarifications, definitions, lectures, experiences of others, the reading of case studies and works of different authors, I now feel far more confident about how I may be able to help the culturally disadvantaged learner.

I have learned that if a pupil is not achieving or is retarded in any way then I should begin to look for other symptoms of disadvantage ... Also that each child so labeled may not have the same area of "lackness".

The filmstrip entitled Studying Teacher Influence, has been very helpful in helping me to evaluate and to study my own method of procedure used in teaching.

The informality used in class discussions is rewarding as it makes for exchange of thoughts and experiences of our peer group.

F-16

1. The course was more informative this week than the week before in that the lecturer had more meaning in dealing with the problems.
2. The many questions of "why?" in relation to the disadvantaged child are being answered.
3. The actions of parents in regard to his participation in the elevation of the child are becoming more definite.
4. The reprints are most informative.
5. The filmstrip and tape recording sessions gives us good teaching techniques not only for the disadvantaged but for the advantaged as well.

Sample Evaluations for the Third Week

A-1

The course, Education 575S: Institute for Teachers of Culturally Disadvantaged Learners, has been very informative and stimulating to me. As a result, I believe I have gained many new ideas of ways and methods of teaching the deprived child.

This course has enabled me to have a better understanding of the culturally disadvantaged learner. I will try to do the best I can for this learner by using the information that I have gained from this course.

I believe that our director has done an excellent job in guiding us in an informal discussion that has given us a chance to ask questions and express our ideas. Many thanks for your help and guidance.

I hope that this course will continue as long as there is need for it.

B-5

This week has been successful as evidenced by the following highlights:

Lectures - outstanding and informative
Discussions - interesting
Committees - functioning harmoniously and efficiently
Atmosphere - permissive
Director - more "directive" yet enthusiastic
Rapport - excellent
Team Progress Reports - reassuring
Special Events - outstanding

C-8

This has been a very wonderful experience. I only wish we had more time to explore this very new field. The lecturers have been very informative and interesting, the films were good and the rapport was excellent.

I wish though that we had received our books early. This institute has made me more aware of the problems which involve and engulf all of us.

D-10

The institute did much to portray the needs of depressed people and methods and procedures necessary to compensate for their disabilities. It has stimulated and motivated interest in all facets of instruction. These three weeks have been informative and rewarding.

All speakers brought informative and challenging messages that provoked questions pertinent to implementation of projects designed to enhance the social status of depressed individuals. Thursday's speaker challenged teachers to observe the malicious skull rule executed by the power structure in an effort to further degrade the oppressed.

Each filmstrip carried valuable information necessary to familiarize participants with procedures used to categorize the disadvantaged and provide for their needs. The entire institute was excellent. If possible a six weeks session should be organized.

D-11

This term's work has been planned with much care and thought. The consultants were very good through the entire course. They gave information that should be given great consideration. The director showed much concern and interest in his work. Teachers should be requested to attend at least one three weeks term in such an institute. The institute term should be extended to six weeks.

E-13

In order to determine the effectiveness of the institute, I will again state my evaluation as weak and strong points.

Strong Points

1. Lectures, discussions, and materials have continued to be inspirational, informational, educational, and interesting.
2. The informal atmosphere of the institute has been very conducive to learning.
3. Knowledge has been gained which will help me to better understand the pupils and to stimulate a better school-parent relationship needed in meeting the needs of the pupils.
4. Throughout the entire institute there has been strong evidence of a well organized and planned program.

Weak Points

1. Three weeks are not enough time to fully discuss and digest the wealth of material covered.
2. Last home assignment should be passed in before the "Special Event" instead of the morning after.

F-18

In the institute it was evident at the outset that we, the participants, had a very able instructor who established rapport within a few minutes of the first session. This is an outstanding characteristic of an excellent leader.

The entire program of the institute afforded one of the greatest challenges that any group could receive in such a study. The experiences have been very rewarding. The films, lectures and discussions provoked daily challenges. Only one film could have been omitted.

The sessions were well planned so there was no uncertainty concerning the plan for the day.

It is difficult to state which feature was most outstanding as each phase made invaluable contributions.

The group fellowship has been great because of the single interest - the disadvantaged learners.

The time element did limit the discussion periods, possibly this feature could be improved.

G-19

The program for the week was so tight and "packed" that it is difficult to make an evaluation. However, the highlights of interest were the discussions of the various projects and problems. Much was gained from these discussions by each of the members of the institute.

The discussions led by the consultants continued to be full of information and stimulating.

I continue to say that the institute has been the most helpful that I have attended. The materials and information are "usable" by the members of the institute.

G-21

In my opinion the three weeks of this institute have been a great advantage to me, in as much as we have had informative people in specialized educational fields for consultants. It has increased my knowledge on various problems of other school units, individuals, and my personal situation, so that I may do a better job in my school and community. I have become more aware of ways to overcome obstacles which confront me in my daily activities, and how to cope with them better.

This has been an enlightening experience for me.

H-22

This week's lecturers could be classified as outstanding. They provoked pride, inspiration, and the spirit of determination to return to our respective jobs and communities to do what we can for the "cause". They were, as usual, very informative.

The individual team conferences were most effective. However, the group discussion of team problems was of equal benefit.

The concluding filmstrip and tape recording presented further opportunity for close scrutiny of my teaching techniques and procedures. A keener awareness of the influence that I can exert on my pupils, and a deeper understanding of and appreciation for their values was promulgated.

The material for the week was excellent. The entire institute has been a compounded experience of pleasure, inspiration and information. I now have brighter views and a broader outlook for the culturally deprived.

Returnee

You are to be commended on your excellent planning of these two sessions of the institute. I have been impressed with the amount of information that has been given us, and the media through which we arrived at an understanding of what a disadvantaged learner is, and how he got that way and possible solutions to the problem through varied programs and techniques.

- I will attempt to give a summary of the positive and negative aspects of the weeks work:

Positive Aspects

1. The need for guidance and teacher influence for the culturally deprived.
2. The need for parents to develop positive attitudes toward the school and teachers and to accept their responsibilities for their children's schooling and school program.
3. That children from the low socio-economic groups have creative potentials but they are slow in developing them.
4. The school program should be adapted to meet the needs of the culturally deprived.
5. The need for initiating practices to improve the home-school interaction.
6. Teachers help children to clarify their values.
7. The information received has been interesting and educational.
8. My experiences have been broadened and I have desires for further inquires.

Negative Aspects

1. Time for the course was too limited.

Perusal of the evaluative statements above should make clear that the objectives were the centers of organization and were attained in varying degrees by the individual participants. It should be clear, also, that the participants touched on most of the important aspects of the institute. The director judged that the evaluative statements constituted some evidence of the effectiveness and the efficiency of the undertaking.

One point of evaluative significance is that the unstructured evaluative statements were not required to be signed. At the close of the first week only three of these statements were signed. For the second week six persons gave their signatures. And for the third and last week twenty persons signed their evaluations. The increasing number of participants who volunteered signatures on evaluative statements seems to reflect their conviction of the integrity and validity or their experiences.

Structured Critiques

In addition to the weekly unstructured evaluative statements, a post-meeting reaction sheet was used, once during the second week and at the end of the third and final week. The results are shown on the accompanying sheets. The only comment that seems appropriate here is that the same activity, event or person may have varying significance for different people.

The frequencies in the various cells and at the various points on the two scales at the bottom of the sheets suggest a conclusion, in keeping, with those based on the other two

POST MEETING REACTION SHEET

NAME____________________________ DATE 6/29/65 SCHOOL____________________

YOUR GENERAL REACTIONS TO ALL INSTITUTE ACTIVITIES UP TO NOW: Please indicate how much you value the institute activities that have occurred so far.

DIRECTIONS

Check one rating, between 10 and 1, for each item unless you have no evidence, in which case check the extreme right hand column.

	HIGHEST VALUE ←→ LOWEST VALUE										
	Outstanding		Excellent		Good		Average		Poor		No evidence
	10	9	8	7	6	5	4	3	2	1	0
1. Demonstration, role playing, or panel discussions.											25
2. Filmstrips and/or tape recordings	8	5	8	2	2						
3. Lectures and talks given by the staff and consultants.	13	1	9	1	1						
4. Group discussions that are part of our regular sessions	2	6	1	5	8		2				
5. Discussions with fellow teachers about institute during the week.		3	6	2	11		2				
6. Progress on your team project			1	1	3	1	4	1	1		12
7. Work with consultant-observers.		1	5	1	3	1	6				6
8. Outside reading.			7	2	8	1	3	1			3

GENERAL REACTIONS TO TODAY:

1. Compared with an equal amount of time in a average education course, I would rate TODAY as follows.

2	5	10	3	3	1				
10	9	8	7	6	5	4	3	2	1
Magnificent		Very outstanding		good			poor		very poor

2. I would rate the material and experiences of TODAY'S session - in terms of helping me with my own problem - as follows.

8	6	6	2	2					
10	9	8	7	6	5	4	3	2	1
Magnificent		Very outstanding		good			poor		very poor

POST MEETING REACTION SHEET

NAME________________________ DATE 7/9/65 SCHOOL________________

YOUR GENERAL REACTIONS TO ALL INSTITUTE ACTIVITIES UP TO NOW: Please indicate how much you value the institute activities that have occurred so far.

DIRECTIONS

Check one rating, between 10 and 1, for each item unless you have no evidence, in which case check the extreme right hand column.

	HIGHEST VALUE ⟵⟶ LOWEST VALUE										
	Outstanding		Excellent		Good		Average		Poor		No evidence
	10	9	8	7	6	5	4	3	2	1	0
1. Demonstration, role playing, or panel discussions.	1	1	5				1				19
2. Filmstrips and/or tape recordings	9	7	7	2	2						
3. Lectures and talks given by the staff and consultants.	17	6	4								
4. Group discussions that are part of our regular sessions	1	9	10	1	6						
5. Discussions with fellow teachers about institute during the week.		9	8	5	2		1				
6. Progress on your team project	4	2	5	4	7		2				2
7. Work with consultant-observers.	4		7	4	4	1	2				3
8. Outside reading.	1	1	9	3	8	2	2				

GENERAL REACTIONS TO TODAY:

1. Compared with an equal amount of time in a average education course, I would rate TODAY as follows.

5	8	12							
10	9	8	7	6	5	4	3	2	1
Magnificent		Very outstanding		good			poor		very poor

2. I would rate the material and experiences of TODAY'S session - in terms of helping me with my own problem - as follows.

8	6	11							
10	9	8	7	6	5	4	3	2	1
Magnificent		Very outstanding		good			poor		very poor

"tests", that the participants, by and large, had positive and rewarding experiences in the institute.

Summary

Three forms of feedback were employed to collect information to be used to ascertain, so far as this is possible on a short term basis, the extent to which the objectives of the institute were realized. Information in conceptualizations of cultural disadvantage, unstructured evaluations of the institute experiences, and post-meeting reaction sheets provides consistent evidence that the program of the institute hit the targets intended.

Projects

While a large emphasis in the institute program was placed on information for participants - lectures, films, filmstrips, taperecordings, oral reports, and individual readings - this was by no means the whole emphasis. As a matter of fact information-providing strategies were designed to be instrumental for creative action or productive work. If we might employ the language appropriate to the electronic computer, which is now regarded in some circles as a better model for what goes on between the ears than the telephone switchboard, information may be regarded as input to be operated on by central processes and to result in a plan of action research. The design of the institute, then should be seen for what it was intended - a program to produce action research plans (projects) for guiding the personal-social development of culturally disadvantaged learners, and, hopefully, lifting the level of their academic achievement.

The settings where this central processing went on were three: meetings of individual members of the various school teams, the 11:00 o'clock group-work sessions, and separate conferences of the various school teams with the director. The group-work sessions can be regarded as comprising the principal plan-building strategy. In these sessions, the general design of action research plans was discussed, progress reports were made by members of the 1964 institute teams, reports of progress were made on plans being developed by current teams, and reactions to both types of reports as well as participation in the discussion on design facilitated the development of plans.

Throughout the settings and strategies employed in plan-building, one idea regarded as most general in applicability received greatest emphasis. This idea was, and is, that great prophylactic and therapeutic values for the culturally disadvantaged are inherent in optimally stimulating, informing, and supporting relationships of such children and youth with adults perceived by them as significant. Therefore plans involving parents, classroom teachers, guidance workers, administrators (including supervisors), and laymen in the community were encouraged and evaluated with these kinds of relationships as criteria. Participants were encouraged to do whatever they felt necessary to make their own interactions with their students conform with this criterion and to do whatever they judged necessary to help parents develop such relationships with their own offspring. The resulting plans, then, represent the perceptions of the participants as they were determined, in part, by what they brought to the situation in terms of background experiences, etc., and, in part, by the informational contacts afforded by the institute program. The "match" was not always optimal.

The plans described below, then, represent the efforts of the participants, within the limits imposed by financing, teaching-learning materials, administrative organization for teaching-learning, school-community relations, interracial contacts, etc., to develop arrangements for facilitating optimally

3

stimulating, informing, and supporting relationships between culturally disadvantaged learners and significant adults in their perceptual fields.

Progress Reports

During the spring of 1965 a list of questions was sent to the seven schools represented by participants in the 1964 summer institute. The questions were designed to elicit information which could be used to determine the extend to which planned projects developed during the institute had been carried out.

Statements were received from four of the seven schools. The principals of the schools which failed to submit statements indicated that other duties connected with summer programs prevented their reporting and precluded their teams' participation in the 1965 institute.

The four reports received are reproduced below without substantial alterations. The schools are designated by the letters employed in the 1964 institute report.[1] The questions to which each school was requested to respond were:

1. On what situation did your team focus?
2. How did you state your problem?
3. How did you state your action hypothesis?
4. How was the action hypothesis implemented (tested)?
5. What kinds of objective information were collected or will be collected?

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[1] Joseph P. McKelpin, Schools and Culturally Disadvantaged Learners (Durham, N.C.: Bureau of Educational Research, North Carolina College at Durham, 1964 /Mimeographed/).

6. What results were observed? On the basis of the results, what relation was found between actions taken and the desired result or goal?

7. Indicate some ways in which this project can be extended.

8. How many members of the team are still members of the faculty? How many actually participated in carrying out the project?

9. Were there unforeseen conditions in your situation which required modification of the original plan?

10. Other comments and/or observations.

The statements presented below are those made by four schools which responded.

PROJECT UPLIFT - School B
Phase One - 1964-65 School Year

THE SITUATION:

Negative self-images seem to be the natural product for children who grow up in disadvantaged groups and students who view themselves negatively seldom achieve in line with their potential.

THE PROBLEM:

Can low self-esteem, incurred and reinforced by the practices of daily routine, be improved through school experiences?

THE ACTION HYPOTHESIS:

Negative self-images and achievement can be improved by: (1) placing special emphasis on encouraging parental understanding of and co-operation in the program of the school, (2) giving special attention to certain social-cultural activities designed to build pride and a competitive spirit among the pupils and (3) providing teaching materials and techniques suited to the level of achievement and the interests of the children.

IMPLEMENTATION OF THE ACTION HYPOTHESIS:

1. Placing special emphasis on encouraging parental understanding of and co-operation in the program of the school...

   a. The parents were contacted through special visitation before the project began.
   b. These parents were shown the achievement scores of the children and were told what low scores mean as far as the pupils' future is concerned.
   c. These parents were encouraged to set reasonable expectations for their children and to be persistent in their encouragement.
   d. The parents were urged to see the school and its' work as important to the success of their children
   e. Parents attended group sessions at the school designed to keep them up to date on their children's progress. The work here was aimed at bridging the wide gap between home and school standards and expectations.

2. Giving special attention to certain social-cultural activities designed to build pride and a competitive spirit among the pupils. Students were:

- a. Taken on field trips to
  - (1) Historical landmarks
  - (2) Make planned purchases on shopping trips
  - (3) Visit banks and other business institutions
- b. Invited to attend social affairs - dances (supervised and cookouts planned)
- c. Used as office messengers for the school
- d. Good grooming campaign (kits and records were made and used)
- e. Special notations and greetings were made on birthdays
- f. Invited to make church visitations
  - (1) To the various churches of the students
  - (2) To the church of the teacher

3. Providing teaching materials and techniques suited to the level of achievement and interest of the children.

Special emphasis in the Language Arts-Social Studies area was on oral and written communication rather than on formal grammar. Formal grammar was taught only when necessary to improve communication. In the area of arithmetic, emphasis was placed on consumer mathematics rather than a specialized area.

Materials were secured from the library and supplementary books were obtained which were on the level of these children.

KINDS OF OBJECTIVE INFORMATION COLLECTED:

- a. Standardize Test Scores
  - (1) Achievement scores - Metropolitan
  - (2) Intelligence scores - Otis (forms EM and FM)
    Hen on Nelson
- b. Teacher-grade reports
- c. Sociogram
- d. Anecdotal records
- e. Records of the written work and expression of the children
- f. Facts on the home situation of the children as a group
- g. Part of a group discussion on school work

RESULTS OBSERVED:

- --No droup-outs in the experimental group while there were six in the control group
- --Freedom of expression further developed
- --Some improvement in written expression
- --Level of aspiration improved within individual pupils
- --Some pupils improved in the area of test scores
- --Some students regressed along the lines of achievement scores
- --Marked improvement in personal hygiene and good grooming
- --With the administration of the Henmon Nelson I.Q. Test it was observed that the scores were higher when compared to the Otis which is used in this system

Much more can be done in the coming year to move these children toward our goal.

THIS PROJECT CAN BE EXTENDED FURTHER IN THE COMING YEAR:

1. Aspects on which further action is needed:
    a. Psychological testing
    b. Additional subject matter materials needed
    c. Better relationship between community agencies and students

THE TEAM:

Two members of the team are still members of the faculty. All persons participated to some extent in carrying out the project.

MODIFICATION OF THE ORIGINAL PLAN:

In the original plan, we had to change the instructor in the area of Mathematics and Science. However, the new teacher was orientated into the project. A second change was that we had expected 100% participation on the part of the parents, but this did not materialize.

School C
1964-1965

1. On what situation did your team focus?

   Upper grade pupils at school are not making satisfactory progress in reading and arithmetic, both of which are regarded as necessary for scholastic success. The team proposes to focus attention on the improvement of reading and arithmetic in the upper grades.

2. How did you state your problem?

   Can the level of achievement in reading and arithmetic of upper grade pupils at School C be raised through organizing for instruction in these subjects?

3. How did you state your action hypothesis?

   The level of achievement in reading and arithmetic for upper grade pupils at School C can be raised by: (1) establishing instructional groups characterized by a minimum of variation in levels of achievement, and (2) enlisting the co-operation of parents in realizing the aims of the school.

4. How was the action hypothesis implemented?

   a. Three teachers (two team members and one non-team member) and their classes were to participate in the project. These classes were combination classes of third and fourth grades, fifth and sixth grades.

   b. Based on the results of the reading section of the Metropoliton Achievement Test given the previous spring, the classes were grouped irrespective of grade assignment thus:

      Teacher A reading levels 1.8 to 3.8
      Teacher B reading levels 3.7 to 4.5
      Teacher C reading levels 4.7 to 7.3

      The arithmetic groups were made up similarly, but because this part of the project was abandoned after three months, no further information concerning it will be included in the report. See item 9b.

   c. The classes were regrouped within the classroom for instruction. Periods were fifty minutes long daily.

   d. Parts of the California Diagnostic Test and teacher made tests were used to locate difficulties and to plan instructional program.

   e. In addition to the state-approved basic texts with accompanying workbooks, we used Weekly Reader tests (silent reading, group listening, individual oral, diagnostic) and Weekly Reader Read Study Books. We also used occasionally the Whitman Phonics series and The Hayes Phonics series. We used phonics records, tape recordings of class activities, films, and the opaque projector. Library books and supplementary readers were used for enrichment and to foster independent reading.

f. The children were moved from group to group as their progress warranted.

g. The tests that accompany the basic texts and the Metropoliton Reading Test were administered to evaluate the progress made.

h. The program was explained to the parents at the first P.T.A. and they kept advised about its progress throughout the year.

5. What kinds of objective information were collected or will be collected?

   A comparison of the test results of two previous years will be compared with the results of this year.

   As will be explained under item 6b, we were unable to use other classes as controls for the purpose of judging the effectiveness of our methods.

6. What results were observed? On the basis of the results, what relation was found between the actions taken and the desired result or goal?

   a. The teachers of the team have increased greatly their knowledge and ability to teach the basic understandings of language, word perception and word attack skills and interpretative skills.

   b. Several teachers (not on the team) caught our enthusiasm and worked so closely with us, sharing knowledge, experiences, and materials that these classes couldn't be used as controls. This is not a criticism, inasmuch as this was a direct step toward one of the announced goals of the Institute which was to stimulate interest among the members of the faculty to the point that they would become actively involved. In two other classes, no testing results were available for objective comparison of our methods with that carried on in the self-contained classes.

   c. The children expressed enthusiasm for the program and were disappointed whenever the classes were unable to meet.

7. Indicate some ways in which this project can be extended.

   a. The team members feel that the project as it was carried out this year was more of an orientation and planning program than an actual implementation of the project as it was stated in our planned procedure. Based on this year's experience we feel that we should be able another year to carry out the project more effectively.

b. Several teachers have expressed a desire to participate in such a project another year.

c. The faculty has agreed to ask a team of reading specialists from North Carolina College to take us as a special problem next year. It is desired that the team through group instruction, consultations, and demonstrations teach us how to teach reading in all its aspects.

8. How many members of the team are still members of the faculty? How many actually participated in carrying out the project?

Two of the three members of the team are still on the faculty. These two participated fully.

9. Were there unforeseen conditions in your situation which required modification of the original plan?

Yes

a. One member of the team (the principal) resigned at the end of the second month. The new prijcipal had to be oriented to the project. He, however, showed much interest and became a valuable resource person.

b. One of the teachers (not on the team) who was assigned to the program showed little interest or inclination to do the kind of concentrated teaching of reading that we considered necessary to the success of the project. After three months, we reorganized the program and eliminated said teacher from the reading program and substituted an arithmetic class. This gave one of the team members two reading classes and no arithmetic class. At this point we eliminated the area of arithmetic from the project.

c. The supervisor, who we understood would serve as co-ordinator and consultant, was given an assignment at another school which had priority over ours. We were unable to secure consultants to serve in her stead.

d. We had planned to use parents on a scheduled basis to supervise groups while teachers planned and conferred. We were unable to recruit parents for this purpose.

School D
1964-65

THE SITUATION

Research and studies reveal that certain kinds of community situations and people retard, unknowingly, the progress of their children in school. Our situation appears to be in this category

Two hundred forty-six families make up the school population, and of these families one hundred three have only one parent, the mother in all cases except four. Only forty-nine of the families represented have mothers who remain at home, housewives. Roughly 5% of the families are home owners, and employment of the parents, as revealed by a recent survey, October, 1964, shows one mortician, seven teachers, three office clerks, one insurance debit manager, seven practical nurses, one male nurse, three ministers and the remaining working as common laborers or in domestic service. Several families are on the Welfare Relief rolls.

Of the parents involved with these five hundred seven children only fourteen have had any college training at all, and ten of these are college graduates. The average schooling is eighth grade, hence, parents are hardly in position to "understand children" or to recognize the effects upon emotional adjustment and the zeal for learning exhibited by their children.

THE PROBLEM

To improve the academic achievement of a selected group of children through improved school-home relations.

THE ACTION HYPOTHESIS

Parents are interested in their children "doing well" in school and will do what they can to assure success for their children. With better understanding of their children, how they grow and develop socially and emotionally, academic achievement will improve. Parents are willing to accept information and utilize it for the benefit of their children.

IMPLEMENTATION OF ACTION HYPOTHESIS

1. Calling attention to the parent of the worth and importance of his _own_ child through a series of terse messages sent weekly

2. Planned group sessions with parents in order to improve home-school relations and to have them determine some needs of their children

    a. Group sessions provided for parents to "talk" among themselves, comparing notes and asking questions

    b. Printed materials discussed and analyzed by parents for better understanding of children development

    c. "Tests" administered to parents on some phase of parental behavior or children development at certain ages

    d. Appropriate motion picture films shown to acquaint parents with behavior of children at certain ages and how parental reaction, based upon knowledge, either helps or retards academic achievement

3. First and third grade classes selected for experiment on eight criteria:

    (1) Age (2) Sex (3) IQ (4) G. E. (5) Number of siblings, post and pre
    (6) Economic status (7) Education level of parents

    (8) Family intactness

4. Parents of one equated group of the first and third grades participated in the groups. The other two sections of each grade were the control groups

5. Children in the experimental group in the third grade participated in building up a classroom library for:

   a. Improving reading through interest in books and gaining experience in making decisions and selection

   b. This was carried over into the adult program as a means of evaluating if the parents had "gotten the message"

6. Children in the first grade experimental group began making choices and defending them to build language and to help in evaluating success of parental program

KINDS OF OBJECTIVE INFORMATION OBTAINED

1. Standard Test Results

   a. Achievement (Metropolitan, Form C)
   b. Mental Maturity (Kuhlmann-Anderson)

2. Change in gross behavior types exhibited at the beginning of the project

3. Increased interest in reading and better language expression of the children

4. More "aggressiveness" of the positive sort among the pupils

5. Increased ability to defend choices

RESULTS OBSERVED AND NOTED

PARENTS ENGAGED IN PROJECT

1. Greater interest in school and its program

   (More visitation, telephone calls, notes and few missed sessions)

   "Spill-over" into areas and persons not involved

2. Greater understanding by parents of children

   (Role playing by pupils, carefully planned, gave insight into more permissiveness by parents toward children in situations.)

3. Changed attitude of parents as ascertained by changes in conversations, beliefs and actions toward children's behavior and problems

4. Increased knowledge of parents and a desire to know more

   (Formal request, when found that the program ended, to carry same program to second and fourth grades next year to involve the same families)

EXTENSION OF THE PROGRAM

This program can be extended to embrace all primary grades rather than just two, and it might well be extended through the entire school with, we think, good results. However, an interest, and work, might well be concerned with these new aspects:

1. Emotional adjustment and needs disposition
2. Filling in "gaps" found because of a poverty of experiences

THE TEAM

All three members of the team are remaining as members of the faculty. All participated actively in the project for the entire year.

MODIFICATION OF THE ORIGINAL PLAN

Planning and circumstances made it necessary to make the following modifications:

1. Originally we planned meetings monthly. We had them at the request of parents
2. To awaken interest "terse" messages had to be utilized rather than notes and letters
3. Classroom libraries and games had to be added. This enabled us to have some objective measure of evaluation which was needed. PTA and Grade Mother financing was added whereas we had planned no expense.

School G

1. Raising the reading ability to a higher level of achievement.

2. Our problem is to upgrade the reading achievement level of the pupils through motivation and skill building techniques.

3. The level of reading ability can be raised through the use of techniques of motivation and skill building at the beginning of the school year.

HYPOTHESIS:

The level of reading ability can be raised through the use of techniques of motivation and skill building.

COURSE OF ACTION:

1. Placed special emphasis on encouraging parental understanding of and cooperation in the program of the school . . .
   a. The parents were contacted through special visitation before the project began.
   b. These parents were shown the achievement scores of the children and were told what low scores mean as far as the pupils future is concerned.
   c. These parents were encouraged to set reasonable expectations for their children and to be presistent in their encouragement.
   d. The parents were urged to see the school and its' work as important to the success of their children.
   e. Parents attended group sessions at the school designed to keep them up to date on their children's progress. The work here was aimed at bridging the wide gap between home and school standards and expectations.

2. At the beginning of the school year test results given at the end of last school year to grades 5 - 6 and 8 were analyzed. The reading status was determined from this analysis. From past experiences we expected a large number of the pupils to fall below norm. We therefore, proposed to set up a reading program geared to taking them at their present reading level and moving them toward the norm at a speed that would not exceed their rate of readiness to read. The pupils in each grade were deivded into not more than three groups. These were decreased as the reading achievement level raised.

The raising of the reading level was to be accomplished by a balanced emphasis on the following three factors:

SKILL BUILDING TECHNIQUES

1. The pupils were taught the sounds of the vowels. (Research showed that the soft sounds are used 85% of the time)
2. The sound of the consonants were throughly taught.
3. Pupils were taught to blend the vowels and the consonants.
4. Word building was started at this point.
5. Pupils were taught dipthongs, diagraphs and sight words most commonly used (sight words comprise about 15% of the language).
6. Pupils proceeded with syllabication from two to three to four syllable words. We hoped at this point that we would be able to concentrate on raising the reading level.

INCREASING SPEED AND CONCENTRATION

The pupils were given seventy-eight standard test lessons in reading from the McCall-Grabbs test reading booklet. From the G score obtained from each test, the level of reading was determined. A daily record was kept of each individual's progress. Words which caused pupils to miss questions will be taught separately, including dictionary techniques.

HIGH LEVELS OF MOTIVATION

From time to time each pupil averaged his G score. This was recorded on his G score sheet. On the same day the class would average the class G score. A comparison was made and the aim was to make the score go higher at the next comparison period.

The class was divided into two teams on the basis of their average score for a given group of lessons. A top pupil on team A, next on team B, next on team B, next on team A and so on. The teams strived to raise their level highest at the next comparison period. The groups were reorganized from time to time.

4. Our hypothesis was implemented by the use of phonics and using material on the child's reading level.

MOTIVATION TECHNIQUES AND SKILL BUILDING

1. Auditory Discrimination
    - a. Hearing gross sounds that are alike, unlike and similar.
    - b. Hearing fine sounds that are alike, unlike and similar.
    - c. Hearing and saying sounds that are alike, unlike and similar.
    - d. Using jingles and rhymes.
    - e. Discriminating musical tones, high, middle, and low. Imitating such sounds as animals and birds. This was very interesting to children.
    - f. Playing records of lessons in phonics.

2. Visual Discrimination
    a. Discriminating pictures that are meaningful to the child.
    b. Learning to discriminate color, letters, and words in situations which have significance to the child.
    c. Climbing the ladder by the use of phonics. (The ladder was drawn on the chalk board)
    d. Slide projector, reading lessons in easy sentence building. Then as the groups improved upgraded stories were used.

3. Other activities of the reading program were:
    a. Field trips
        (1) Fire Station
        (2) Post Office and Bank
        (3) Cotton Gin
        (4) Feed Mill
    b. Attended social affairs (dances supervised)
    c. Office messengers
    d. Greetings decorated for birthdays and holidays
    e. Church visitation
    f. Games

Through this reading program group one and two learned to:

1. Relate ideas in sequence
2. To identify and interest characters in stories read.
3. To read for immediate delayed, general, and specific recall.
4. Compare and contrast facts and opinions.
5. Information was obtained from California Achievement Tests, and McCall-Crabb Standard Test Lessons.
6. The objective information has not been complied at this time. This information will be sent in the near future.
7. This project can be extended by applying it in other subject areas, also by better relationship between community agencies and students, and additional subject matter material that is greatly needed.
8. All members of the participating teams are still members of the faculty. Two members of the team actually participated in carrying out the project. The other member acted in an advisory capacity.
9. There were no unforeseen conditions in our situation which required modification of the original plan.

Projects Planned

The members of each of the teams participating in the institute for the first time were informed prior to their arrival at the College for the institute that they should have selected a problem on which to work in the institute. They were advised that the problem chosen should be limited and susceptible to attack by one or two persons who would have administrative support.

Since each team arrived with some notions about its problem situation, at the earliest possible moment they were encouraged to formulate the specific question they would seek to answer through action. The general design for action research came in for elucidation and exemplification.[2]

The plans which are telescoped below were developed during the 1965 institute.

School H

The Problem

How can the level of achievement in fifth grade arithmetic be raised?

Action Hypothesis

The level of achievement can be raised through (1) teachers arousing motives in pupils by creating optimum incongruity between what pupils already know and what they are presented in the way of learning tasks, and (2) parents developing a clearer conception of their roles in the education of their children via school-home relationships.

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[2] Stephen M. Corey, Action Research to Improve School Practices (New York: Bureau of Publications, Teachers College, Columbia University, 1953), Pp. 40-41.

Procedures for Testing the Action Hypothesis

1. Familiarize other members of the faculty with the project
2. Acquaint parents with the project
3. Organizing for learning
4. Pupil-teacher interaction
5. Experimental program of instruction

Goals

As a result of experiences provided in this project, the following behaviors should be increasingly evident.

1. Pupils exhibit increasing satisfaction in manipulating numerical symbols guided by the rules of arithmetic operation.
2. Pupils discover arithmetic facts and principles at their own levels of knowledge and performance.
3. Pupils clarify their learnings and organize them around ideas they understand, generalizations that they perceive and verbalize, and skills that they have mastered.
4. Parents reveal greater awareness of the problems of their children.
5. Teachers show awareness of sensitivity to the pupils' values and their relationship to learning.
6. Pupils achieve at a higher level in arithmetic.

School I

The Problem

How can the level of achievement of deficient readers in the fourth and sixth grades be lifted?

Action Hypothesis

Deficiency in reading can be remedied and achievement lifted by focussing on verbal fluency and emphasizing visual and auditory discrimination both in school and at home.

Procedures for Testing the Action Hypothesis

1. Ascertaining initial status

   Achievement
   Personal-social development
   Parent-child interaction
   Quality of stimulation in the home

2. Creating interaction among the parents, the child, and the teacher

   Home visitation
   Church visitation
   Parent clubs
   Teacher's aide
   Notices to parents

3. Lines of action

   Encouraging parents to provide experiences for children

   - listening to selected radio and television programs
   - taking trips together
   - use of clear speech
   - gifts of books

   Screening children to ascertain physical defects
   Corrective physical defects: ways of securing aid
   Providing models for identification
   Using teacher influence in direct and indirect ways for pupil development
   Providing fields trips for parents and children

4. Assessing terminal status

School J

The Problem

How can parents' aid be enlisted in facilitating the school-social development as a means of raising the level of academic achievement of a selected group of pupils?

Action Hypothesis

The personal-social development can be facilitated as a means of raising the level of academic achievement of pupils by increasing parental knowledge of, interest in, and cooperation with, the school's program for the children.

Procedures for Testing the Action Hypothesis

1. Orientation of parents to the school's program for the children
    a. Home visitation
    b. Organization of parent neighborhood groups
    c. Circulation of printed materials to the homes stressing the importance of the child and his opportunities through schooling
    d. Scheduling parent visits to the school during the day for observation and/or participation
    e. Evaluation of the orientation program by members of the team and the parents involved
2. Increasing parents knowledge of the program and develop their interest in it
    a. Showing health, education and welfare films
    b. Introduction of various materials on the parents' respective levels of comprehension as to gains to be derived from reading
    c. Utilization of consultative services - home economist, public health nurse, ministers, law-enforcement officers, precinct chairmen, etc.
    d. Providing field trips to museums, planetarium, airport, civic and business establishments, plays, etc.
    e. Introducing, for the benefit of functionally illiterate parents, the benefits to be derived from the Basic Adult Education Program, and offering help in taking advantage of its offerings

3. Means of collecting objective information
    a. Standardized tests - initial and terminal statuses
    b. Observation of behavior
    c. Anecdotal records
    d. Attendance records
    e. Records of lunchroom participation
    f. Records of library participation
    g. Records of parent participation in procedures listed under 2 above

Expected Results

As the project progresses, the following molar behaviors should be observable and/or identifiable through analyses of records and reports. The pupils

a. exhibit enhanced personal-social relations.
b. attend school more regularly.
c. develop increasingly positive self-images
d. relate better within the family.
e. display improved personal grooming and hygiene
f. develop more consistent habits of study and work
g. achieve at higher levels in academic work.

School K

The Problem

How can the reading level of largely transient (migratory) pupils in grades 1, 2, and 4 be raised?

Action Hypothesis

The reading competence of migratory pupils in the first four grades can be upgraded through a combination of the following elements.

a. Using materials in which the familiarity, situations and characters are calculated to take advantage of intrinsic motivation.
b. Encouraging and assisting parents to provide a conducive home-study atmosphere and additional reading materials.
c. Providing meaningful experiences within the classroom.

d. Making greater effort to identify and provide individual differences.
e. Developing, and stressing the importance of, reading skills in all subject areas.
f. Including the school librarian in planning of teaching-learning activities.

Planned Procedures

1. Select control and experimental groups at first, second, and fourth grade levels based on age, sex, and grade equivalent.

2. Pupils in the experimental groups will receive in an orderly sequence materials based on individual differences.

3. Pupils in control group will proceed as usual with major interest on the basic text and without any change in the relationship between teacher, parent and school.

4. Conferences will be held with parents of pupils in experimental groups before school opens, or shortly thereafter, to acquaint them with the purpose of the special groups and to solicit their cooperation with the school in behalf of their children.

5. A comparison of groups, experimental and control, will be made at the beginning and end of the year in order to reach a conclusion in determining the effectiveness of the practices.

6. A comparison of the progress of pupils from homes with a father will be made, at the end of the year, with the progress of those from father absent homes.

7. Fathers will be involved in as many school activities as possible.

8. Parents will be carried on trips to places of interest.

9. Anecdotal reading records will be kept for each child.

10. Records of written work and expressions of the children will be kept in individual folders.

11. Case studies will be made where necessary.

12. Conferences will be held with parents at intervals. Team members and principal will hold conferences following these conferences or whenever it is deemed necessary.

13. The school faculty will be informed of the objectives and progress of the project and its cooperation, in any way, will be solicited.

14. Pupils will be helped to clarify their values through classroom interaction. Proper classroom interaction will clarify their attitudes, their feelings, their purposes and aspirations, and their interests and beliefs in and out of school.

School L

The Problem

How can the level of scholarship and the level of attendance of pupils in a selected section of grades two and four be raised?

Action Hypotheses

Scholarship and attendance of pupils in grades two and four can be improved significantly through the development of mutually beneficial home-school relations, where

1. Parents and teachers establish congruent images of themselves and of the children as important individuals who possess inherent self-worth.

2. Educational goals and developmental patterns are reciprocally interpreted and implemented.

3. Pupils grow in the realization that what goes on at school is closely related to their lives, including their purposes, interests, and needs.

4. Parents cooperate enthusiastically with school programs because they are sufficiently informed and stimulated through active participation.

Implementation of Action Hypotheses

The procedures which are listed below will be followed as nearly as possible during the 1965-1966 school year:

1. Orientation of staff and other concerned personnel will be conducted early in the school year.

2. Selection of pupils for experimental and control groups in grades two and four will be made on the basis of existing data.
3. Achievement tests will be administered to pupils in both groups in the fall and spring.
4. Home and school visitations are planned.
5. We will conduct individual conferences and interviews for pupils and parents.
6. Meals will be provided as needed (breakfast or free lunch).
7. Attendance awards and monthly communications will be given.
8. Parent groups will be organized and periodic parent-teacher conferences will be conducted.
9. Field trips will be planned including pupils, parents and teachers.
10. Autobiographies, pictures and other audio visuals will be utilized for discussion and value clarification resources.
11. Thrift club will be organized.
12. Attendance records will be kept accurate and up-to-date.
13. Comparisons of achievement and attendance records for fall and spring will be made.
14. Recreational, social and educational activities will be planned for joint and single pupil-parent participation.
15. Remedial instructional materials will be made available to all.
16. Planning will be designed to permit each participant to enjoy the thrill of successful accomplishments frequently.

School M

The Problem

How can positive self-esteem be built in a selected group of children as a basis for lifting the level of academic achievement?

Characteristics that Affect the Learning of the Selected Group

1. There is evidence of limited experience with formal language.
2. They have very poor time perspective.
3. They are the persistent low achievers.
4. Many are considered apathetic, listless and dull.
5. Many present disciplinary problems.
6. There is definite evidence of negative self-images and the lack of aspirations.

Action Hypothesis

The level of self-esteem of a selected group of children can be made more positive by the school's enlisting the cooperation of parents and other citizens through school-home-community contacts designed to attain the aims of the school.

Objectives

1. To raise children's cultural sights by exposing students to opportunities and experiences which may not be provided for them elsewhere.
2. To encourage and assist parents in providing an atmosphere of encouragement and stimulation to their children.
3. To enlist the assistance of community agencies in supplying necessary services to these pupils.
4. To stimulate each child to attain achievement and a higher level of self-esteem.

5. To give parents a better understanding of educational opportunities available to them and their children.

6. To place greater reliance on nonverbal communication fitting the cognitive complexity of task to the capabilities of pupils and devising incentives which appeal to these young people.

Planned Procedures

1. The slow sections of the first, fourth, and fifth grades will participate in this project, results of tests given in the spring will be used in selecting these pupils.

2. Ministers in local churches will be asked to encourage parents to support this project.

3. Resource people of the community will be invited to the school to perform certain tasks.

4. Parents will be urged to attend group sessions at the school to present the main objectives of the project, and to keep them informed of the progress.

5. Field trips will be planned to involve parents and children.

6. Films, film strips and resource materials shall be utilized for parents and children.

7. Teaching materials and techniques will be designed for the interests and level of comprehension of the children.

8. Curriculum materials will be selected to provide opportunity for children to express attitudes, feelings, beliefs, interests, aspirations and discuss their activities in and out of school.

    a. Widen recreational opportunities
    b. Informal class discussions
    c. Provide news media
    d. Experience stories
    e. Roll playing in the classroom
    f. Group activities

9. Enrichment experiences will be provided to raise the cultural sights of children.

10. The California Test of Personality will be given in September and again in the spring to measure pupil progress.

Expected Results

1. Improved level of aspiration, attitudes, feelings and beliefs
2. Increased sense of values
3. Improved level of academic achievement
4. Improved relationship between school and community

School N

The Problem

Can the level of citizenship exhibited by a selected group of institutionalized delinquent boys be improved?

Action Hypothesis

Boys institutionalized for juvenile delinquency who learn to read at acceptable levels and who develop acceptable personal and social values will exhibit desirable citizenship behaviors.

Planned Procedures for Testing the Action Hypothesis

1. From the entire population of boys (ages from 8 to 18), approximately 70 will be selected to participate in the experiment.
2. The pool of 70 boys will be divided into two groups. One will serve as a control group and will participate as usual; the other group will be exposed to the experimental program.
3. The pool of 70 boys will be administered a personality inventory and an achievement test prior to the beginning of the experimental program.
4. The experimental program will include the following elements
    a. Boys will be grouped according to interests and ability for reading instruction and experience.
    b. Emphases will be placed on the use of materials other than those included in State-adopted textbooks due to the judgment that they have been

unsuccessfully exposed to these materials too long already.

   c. Students in the experimental group will be housed in a separate cottage unit of experiences as typical of a good home situation as possible.

   d. Provision will be made for a well-rounded recreational program designed not only to satisfy needs associated with the use of leisure time, but also to promote the development of the competitive spirit within desirable limits.

   e. Other activities will be provided for the development of selected interests and skills

      - -creative writing
      - -speech choir and dramatic productions
      - -participation in school choir
      - -trips
         - -Planetarium
         - -U. S. S. North Carolina
         - -Movies
         - -Military bases

   f. Emphasis will be placed on reading - intensively and extensively - as a wise and rewarding use of leisure time.

   g. Anecdotal records and daily logs will be kept and analyzed for identifying changes in behavior .

   h. Conferences will be held as needed with the boys.

5. Different forms of the personality inventory and the achievement test initially given will be administered at the termination of the experiment to the pool of seventy boys.

6. Comparison of gains for both groups will be made.

7. Follow-up studies are planned for boys in both groups at one- and five-year intervals.

School Q

The Problem

Can the level of language arts competence of rural school children be elevated through enriched school-home contacts?

Action Hypotheses

The development of language competence of rural, segregated children can be elevated when

1. Parents understand, in terms shared by teachers, the need for improved academic, social, and emotional achievements of their children.
2. School-home planned enrichment activities are participated in by parents, children, and teachers.
3. Interpersonal relationships are calculated to improve school-home-community experiences.

Implementation of Action Hypotheses

1. Pre-school Activity
    a. Confer with administrators to establish framework for project Higher Horizons
    b. Assessment of data regarding pupils to participate in the project
    c. Selection of pools of students in seventh and eighth grades
    d. Separation of pools into control and experimental groups at each grade level
2. Parental Involvement
    a. Home visitation

        -meeting and getting acquainted with parents
        -inviting parents to take part in project

    b. Encouraging and assisting parents to provide an atmosphere of encouragement and stimulation
    c. Provide information to parents so that they may develop a better understanding of the educational opportunities available to them and to their children.
3. Enrichment Activities
    a. Field trips to places of interest - local, district, area, region

b. Follow-up activities

  - present original and commercial plays
  - discussions
  - other creative activities

c. Special sessions to discuss the progress of pupils

d. Family social activities

  - carnivals and fairs
  - picnics and cookouts
  - viewing and evaluating films and other audio-visual materials

e. Use of communication skills in academic setting

  - creative writing
  - public speaking and oratory
  - discussions
  - self-directed group work
  - teacher-pupil planning and group work
  - help pupils clarify values as a means of raising self-esteem
  - class organized into a working unit with officers or leaders and committees

SECTION V

NEXT STEPS

One of the cultural imperatives or universals in the American social order (United States style, that is) is equality of educational opportunity. This cultural imperative is rationalized in terms of both the individual and the community. Equality of educational opportunity assures the individual the chance to develop self-direction and constructiveness to the limit of his potential. And equality of educational opportunity thus guarantees to the community of which the individual is a member not only of the benefit of the productive power of fully functioning individuals; it also maximized the chances of raising the quality of living in the community. The enhanced quality of community life includes not only the material standard of living but also the level of psychic functioning.

The rationale underlying equality of educational opportunity can prove to be the difference between providing the international community with an acceptable model of national success and providing it with an example of national catastrophe. The possibility of this demonstration is especially crucial now in light of two complementary developments. One of these is the environment resulting from the progressive rationalization of the inherent secrets of the universe through the application of science and technology. The other contemporary development is the advancing struggle for the minds and hearts of men everywhere being waged within a framework of unprecedented military might. These twin conditions make social action based on the equalitarian rationale in education an imperative agendum.

When the cultural imperative of equality of educational opportunity is employed as a criterion in testing the adequacy of educational undertakings and results, gross incongruity is reflected in many local administrative units. This has special pertinence in the tradition-laden, dual racial school systems in the south. One facet of the reflected incongruity which can be identified immediately in North Carolina, as in many other states, is the scarcity of appropriate educative experiences for groups of learners variously referred to as "culturally disadvantaged," "socially disaffected," "alienated learners," "experientially deprived," "environmentally disadvantaged," etc.

Compensatory education for culturally disadvantaged learners has been a focus of intense professional effort at North Carolina College at Durham for the past three years. This effort has been emphasized especially during the summers in experiences offered to groups of selected inservice school personnel. As bases for considering next steps in carrying this effort forward, some observations are in order about what has been learned during these three years of concern and activity.

One consequence of this effort is an increasingly verifiable comprehension of the needs of culturally disadvantaged learners as well as those of the teachers of such learners. In addition to appropriate relationships with significant adults, these learners require experiences with a variety of objects, places, situations, persons, and ideas as raw materials for helping them bridge the gap between where their inadequate home and community experiences locate them developmentally and where the conventional school programs, in particular, and the larger society, in general, presuppose them to be located. The teachers of these children and youth need information about and practice in the use of types of educational conceptions that have verifiable efficacy in helping learners to overcome the effects of culturally induced disabilities and to move on with some consistency and regularity toward fulfilling their potentials for desirable personal-social development and academic achievement.

Another outcome of the endeavor at North Carolina College to reduce the effects of experiential deprivation is the conviction that incidence of unmet needs among disadvantaged learners and their teachers is of such magnitude that practically all, if not all, Norht Carolina communities should give serious attention to how local resources can best be deployed in attacking the problem. While, up to the present, efforts at North Carolina College has been restricted to the needs of pupils and teachers in the predominantly Negro schools, for conditions are undoubtedly aggravated for this segment of biracial communities, the problem is by no stretch of the imagination, restricted to this population group. And the solution must certainly reach beyond this one-group emphasis. These observations seem particularly pertinent in light of the current movement toward desegregating of schools.

Finally, as a result of effort so far, the judgment may be hazarded that while local resources are necessary as expressions both of concern and of initiative, they may not be sufficient, in most communities, to bring to bear the power required to equalize educational opportunity at the level of excellence that would be maximally beneficial to the individual learners and to the communities of which they are members. The proper utilization of local, State, and Federal resources, both material and technical, with skillful coordination seems imperatively needed in attacking this problem. This seems to be true for at least two reasons. In the first place, given the magnitude of the need, the variation in available resources of localities, and the limited resources of the State, only the Federal government can command the means required to meet the need. And, in the second place, cruciality of the outcome, not only in terms of individual development and community welfare, but, more importantly, in terms of the national economy and the position of the country in the international community, means that such cooperation will promote the interests of the nation.

Recent legislation of the United States Congress provides both challenge and opportunity at this point. (At the time of this writing the legislation appropriating funds had not been enacted.) Both financial and technical assistance for local school administrative units and the colleges and universities of the region are provided for in the Economic Opportunity Act, the National Defense Education Act, the Civil Rights Act of 1964, and the Elementary and Secondary Education Act of 1965. Some examples can be cited: (1) Title I of the Education Act of 1965 provides financial support for a wide variety of projects that may be undertaken by local units in reducing and/or eliminating the effects of cultural disadvantage; (2) the provisions of Title IV of the Education Act of 1965 offer challenge and opportunity to the colleges and universities in working on problems of cultural disadvantage and school desegregation; (3) Title Iv of the Civil Rights Act of 1964 provides for technical assistance, training institutes, and grants, all in connection with solving problems incidental to school desegregation (culturally induced handicaps resulting from partial social isolation are significant moderators of school desegregation); and Title XI of the National Defense Education Act enables colleges and universities to carry on institutes designed to raise the level of competence of a wide variety of public school personnel.

In the light of all of the foregoing, some alternatives for future efforts at North Carolina College to prepare professional personnel, who can be effective in reducing and/or eliminating the effects of cultural disadvantage through compensatory education, can be identified. These alternatives can be briefly specified as follows:

1. Conducting training institutes designed to improve the ability of school personnel to deal with special educational problems, e.g., lifting the level of academic achievement, involved in school desegregation (Civil Rights Act, Title IV, Section 404)

2. Providing consultative services for local school administrative units that opt to take advantage of provisions to improve education for culturally disadvantaged learners (Education Act of 1965, Title I)

3. Providing consultative services for local administrative units having problems occasioned by school desegregation (Civil Rights Act, Title IV, Section 405)

4. Conducting institutes for school personnel working with culturally disadvantaged learners (NDEA, Title XI)

5. Establishing and maintaining an educational laboratory to promote quality education through research, development, dissemination, and training in education, with particular emphasis on problems in cultural disadvantage, school desegregation, and teacher discharge (Education Act of 1965, Title IV)

Now, while all the alternatives specified above are open, and the choice of only one line of action is not necessary since they are not mutually exclusive, the combination of the lines of activity which may be actionable for North Carolina College remains to be determined. The determination will probably be made as a result of such factors as the identification of demands for various types of services by local school administrative units, institutional recruitment and allocation of personnel, and the success of the institution in competition with other such organizations in bidding to provide needed services. At any rate, with respect to the utilization of compensatory education in reduing and/or eliminating the effects of cultural disadvantage, three elements are clear: (1) the need for service is preponderant; (2) material and technical assistance is available to local school administrative units; and (3) North Carolina College at Durham possesses the "know-how".

The question is: Can the means available be combined in a program of social action that is responsive to the felt difficulties of local school administrative units? The answer will probably be determined, in part, by institutional enterprise, and, in part, by the perception of difficulties on the part of local school administrative units and by the disposition of these units to do something constructive about the difficulties perceived.

The examination of what has been learned about cultural disadvantage and the specification of some alternative courses of action at North Carolina, both in light of the current significance of action designed to equalize educational opportunity, indicates that extraordinary cooperation is required. The cooperation required would involve levels of government and population groups which, in the minds of many of those who must participate, recognize no common ground, no end higher than the values that divide them. While placing this construction on the possibilities inherent in the situation leads to attitudinal preparation for the worst, hope for the best can be maintained by belief in the reality-centered value orientations of all parties concerned.

APPENDICES